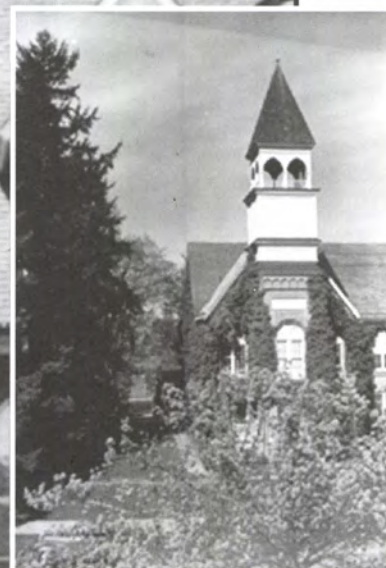
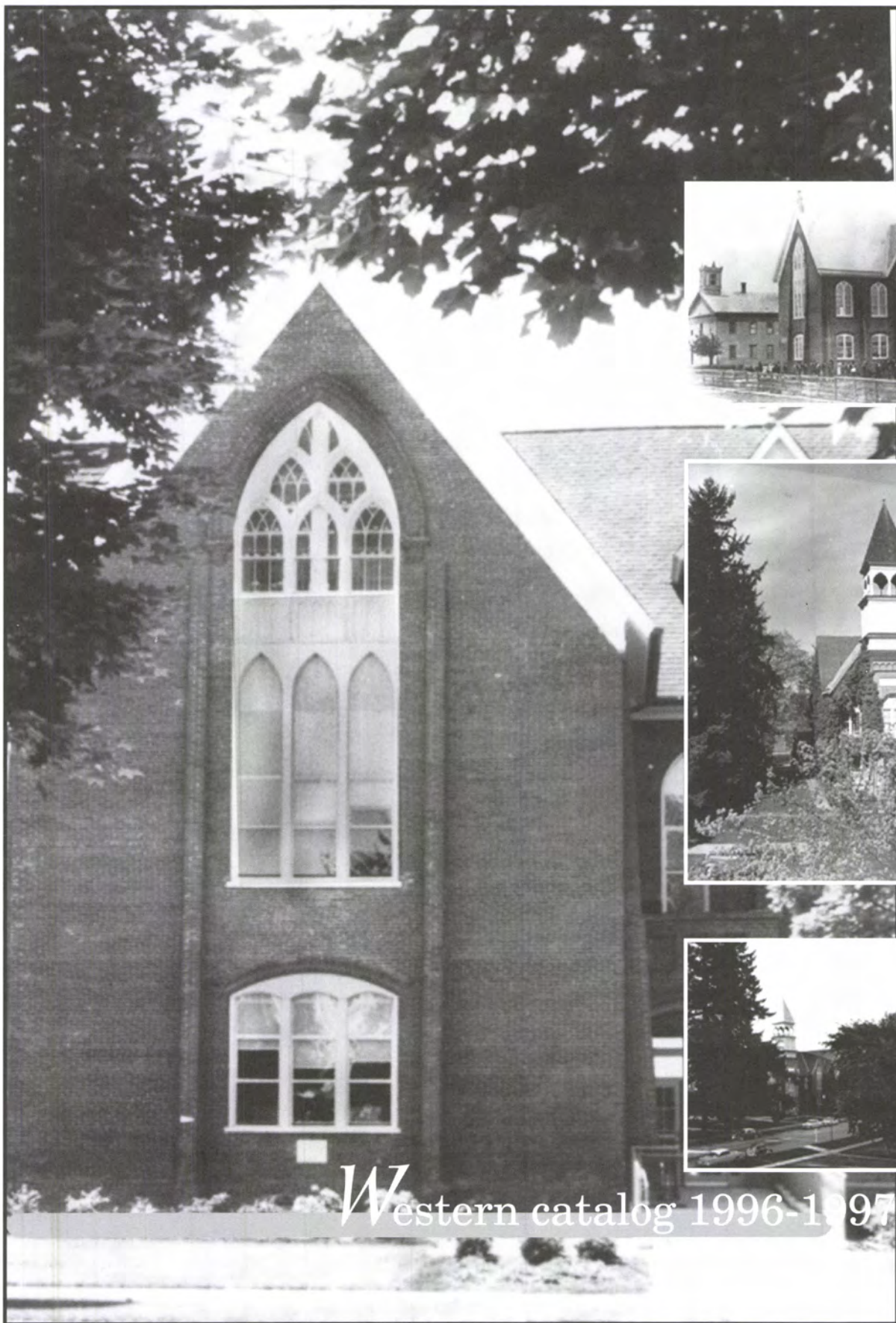


Western Oregon State College
1996-97 Catalog



Western catalog 1996-1997

Catalog Information

This catalog is for purposes of information only. Care is taken to ensure the accuracy of the information at the time copy is prepared for publication, but circumstances constantly change within an institution. New decisions may affect the accuracy of the details appearing here. The information in this catalog is subject to change without notice and does not constitute a contract between Western Oregon State College and a student or applicant for admission.

Students should refer to the official Schedule of Classes, which is available before and during registration. This publication contains academic regulations and procedures, class schedules, and other information, some of which may not have been available when the catalog was published. Students also are urged to consult with faculty advisors for information and guidance.

This publication can be made available in alternative formats to assist persons with disabilities. Please give reasonable notice to: Office of the Provost Ad. 305, Western Oregon State College, Monmouth, OR 97361.

Affirmative Action

Western Oregon State College, a member of the Oregon State System of Higher Education, prohibits discrimination based on race, marital status, religion, sex, age, disability, sexual orientation, or national origin. This policy implements various federal and state laws, executive orders, Title IX and its regulations, and applies to employment, admission, education and facilities. Direct inquiries to the Affirmative Action Office, Ad 207, Western Oregon State College, Monmouth, OR 97361.

For more information:

The address for all college offices is:

Western Oregon State College
Monmouth, Oregon 97361

The campus phone number is:

(503) 838-8000 V/TDD

Western Home Page:

<http://www.wosc.osshe.edu>

Western Oregon State College is a member of the Oregon State System of Higher Education.



Academic calendar

summer term 1996

(Six-Week Session)

June

- 24 Mon. Registration begins
- 25 Tue. Classes begin

July

- 1 Mon. Last day to register, add or drop classes, and pay fees without penalty
- 2 Tue. Late registration fee and change of program fee effective
- 4 Thu. Independence Day holiday
- 8 Mon. Last day to drop courses without grade responsibility

August

- 2 Fri. Summer session ends.

Any changes in the summer calendar will be announced in the Summer Bulletin.

fall term 1996

September

- 22-28 Sun.-
Sat. New Student Week
- 25 Wed. Fee Payment & Add/Drop begin
- 26 Thurs. Classes begin

October

- 4 Fri. Last day to pay fees without penalty
- 11 Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees

November

- 1 Fri. Last day to drop courses without grade responsibility
- 11 Mon. Veterans' Day holiday (no classes)
- 18-27 Mon.-
Wed. On-line registration for Winter term.
- 28-Dec 1 Thurs.-
Sun. Thanksgiving holiday

December

- 9-13 Mon.-
Fri. Final examination period
- 13 Fri. Fall term ends
- 14-Jan.5
Sat.-
Sun. Christmas vacation

winter term 1997

January

- 6 Mon. Fee Payment & Add/Drop begin
- 6 Mon. Classes begin
- 10 Fri. Last day to pay fees without penalty
- 17 Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
- 20 Mon. Martin Luther King holiday

February

- 7 Fri. Last day to drop courses without grade responsibility

March

- 3-14 Mon.-
Fri. On-line registration for Spring term
- 17-21 Mon.-
Fri. Final examination period
- 21 Fri. Winter term ends
- 22-30 Sat.-
Sun. Spring Break

spring term 1997

- 31 Mon. Fee Payment & Add/Drop begin
- 31 Mon. Classes begin

April

- 4 Fri. Last day to pay fees without penalty
- 11 Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees

May

- 2 Fri. Last day to drop courses without grade responsibility
- 26 Mon. Memorial Day holiday
- 27-June 6
Mon-Fri On-line registration for Fall term

June

- 9-13 Mon.-Fri. Final examination period
- 13 Fri. Spring term ends
- 14 Sat. Commencement

Any changes in the calendar will be announced in the Schedule of Classes.

summer term 1997

(Six-Week Session)

June

- 23 Mon. Registration begins
- 24 Tue. Classes begin
- 30 Mon. Last day to register, add or drop classes, and pay fees without penalty

July

- 1 Tue. Late registration fee and change of program fee effective
- 4 Fri. Independence Day holiday
- 3 Thurs. Last day to drop courses without grade responsibility

August

- 1 Fri. Summer session ends.

Any changes in the summer calendar will be announced in the Summer Bulletin.



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Welcome to Western

Entering Western

Student Life

Undergraduate Programs

School of Liberal Arts and Sciences

School of Education

Graduate Study

Faculty & Staff



Dear Current and Prospective Students

Western Oregon State College has a proud history and enormous potential. Our students find a rewarding and exciting setting in which to learn. For more than 140 years, Western Oregon State has offered quality educational programs within a caring and supportive educational environment.

Faculty and staff are concerned about the success of Western students and they provide individual support and assistance. We seek to serve students of all ages through a variety of academic, cultural, social, and economic services, programs, and activities.

Western Oregon State College has many outstanding characteristics:

- Well-qualified and dedicated faculty and staff members whose first priority is teaching and service;
- a long-standing national reputation in teacher education;

- excellent programs in the liberal arts and sciences;
- a campus nationally recognized for its beauty;
- a Public Service Park as part of the campus;
- numerous opportunities for participation in intercollegiate athletics and student organizations and activities; and
- a student enrollment that is primarily Oregonian, but is growing in diversity.

Western Oregon State is a small college within the Oregon State System of Higher Education. As members of the Western community, students find a distinctive total educational experience from the day they enroll until the day the graduate.

On behalf of the faculty and staff at Western Oregon State College, I encourage you to review this catalog carefully. Whether you are already enrolled or are considering enrollment, we stand ready to serve and to assist you.

Sincerely yours,

Betty J. Youngblood

President

welcome to western

Western Oregon State College provides approximately 4,000 students with all the benefits of a small college opportunity. A liberal arts college, it offers 30 undergraduate and three graduate degree programs through its two schools—the School of Education and the School of Liberal Arts and Sciences. A member of the American Association of State Colleges and Universities, Western is accredited by the Northwest Association of Schools and Colleges. In addition, programs in each school hold accreditation from respective professional agencies.

Western's growing student population, representing every county in Oregon and many U.S. states and foreign nations, is comprised of traditional age students, plus a large portion of adult students. Beyond campus education, the college extends itself as a public service institution, housing the Oregon Police Academy, Oregon Military Academy, Teaching Research, Regional Resource Center on Deafness, and Education Evaluation Center.

college mission

Western Oregon State College serves primarily to prepare Oregonians to meet the state's need for an educated citizenry. The College offers all students a personalized education through programs in the arts, sciences, humanities, and education. The College enriches the region through academic, public service and cultural offerings and through its service to state and local governments. Committed to excellence in teaching and the search for new knowledge, Western strives to educate students in the ideals of world culture, to develop respect and appreciation for others, and to meet the practical and professional needs of Oregon's evolving work place.

statement of values

As an academic community, we value for each of our members the right to pursue learning, to seek truth, and to speak freely. We value honesty and candor in all situations and confidentiality in matters of private concern. We value a community that upholds human dignity, honors diversity, and promotes excellence and individual growth. We encourage respect for the rights of our fellow humans, for all life, and for the world we are given.

In light of these values we pledge to conduct ourselves with integrity, to show compassion and understanding toward all, to ensure responsible exercise of authority, and to seek peaceful resolution of our differences.

We acknowledge our debt to all who have worked to establish the rights and responsibilities of academic life and we pledge to preserve this heritage for those yet to come.

current instructional, research, and service programs

Western Oregon State College offers a wide range of undergraduate degrees in teacher education, special education, liberal arts and sciences, and business. The College also provides strong programs in key public service fields such as law enforcement, corrections, fire services and public administration. The College offers pre-professional programs in 22 different areas of study.

The School of Education, which offers Bachelor's and Master's degrees, has been recognized nationally for curriculum innovation and the warranty program for its graduates. Program offerings include four year degrees in Health, Physical Education, Special Education, Elementary Education, and Secondary Education, with teaching fields available in the traditional liberal arts and sciences.

The School of Liberal Arts and Sciences offers BA/BS degrees in a wide range of fields covering the creative arts, natural science and mathematics, business, computer science, the social sciences and the humanities. The School also offers a Master's degree in correctional administration.

Western participates in many cooperative instructional programs, offering cooperative teacher training programs with five other colleges within the state.

The Division of Teaching Research at Western is organized to conduct research, development, dissemination and evaluation activities related to the teaching-learning process. The Division provides Western and the Oregon State System of Higher Education with the capacity to expand knowledge related to the teaching-learning process in a way comparable to that employed in other disciplines.

The College operates a Regional Resource Center on Deafness and an Education Evaluation Center that provides testing and diagnostic services for the entire state to public school children with learning disabilities.

Numerous services are provided to schools, governmental agencies and private enterprise through research, continuing education, and outreach programs, particularly to state agencies located in Salem and to local government agencies statewide.

Western emphasizes individualized attention to its students. The College is particularly committed to adult learners and nontraditional students who return to college for advancement, career change, diversification, completion of degrees, enrichment, and/or personal growth.

future of the institution

Western Oregon State College will continue to provide high quality instructional, research, and public service programs serving the state with emphasis on the mid-Willamette Valley.

The College will continue to develop and strengthen its liberal arts, sciences, and business programs.

Its teacher education programs will continue to be strengthened as will development of cooperative teacher training programs with schools, colleges, and universities throughout the state. The College also will develop new strengths in its curriculum in assessment programs for student learning, teacher evaluation, and training of teachers for non-school settings.

The institution will continue to serve the professional and continuing education needs of state and local government employees in and around the Salem-Keizer metropolitan area.

Western will continue to reach out to the adult learner and nontraditional student, emphasizing its comprehensive approach to educating the whole person.

history

In the early 1850s, hearty pioneers crossed the Oregon Trail to found a church and school in the Willamette Valley. In 1856, Monmouth University opened with a handful of students. This was the beginning of what is now Western Oregon State College, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts college.

Western has undergone six name changes and with each, new responsibilities. In 1865, it merged with another private institution and became Christian College.

In 1882, the Oregon Legislature approved the college's bid to become a state supported teacher training (or "normal") school. Oregon State Normal School and later Oregon Normal School ushered in the school's long tradition of excellence in the field of teacher education, which it enjoys to the present day.

The college underwent a spurt of growth in the 1920s and more than tripled its enrollment to nearly 1,000 students. The Legislature again changed the name in 1939 to Oregon College of Education and the school, except for a period during World War II when college enrollments dropped nationwide, entered an extended period of growth. Teacher education programs brought the school national recognition for excellence, and new programs were added in the fields of liberal arts and sciences.

By 1981, the institution had broadened its academic programs in the liberal arts fields so much so, that the Legislature renamed it Western Oregon State College. Western has

Welcome to western

continued to adapt to the changing needs of its students and community as evidenced by programs in business, computer science, international studies, and public policy and administration. Today, Western continues to experience record-breaking growth and is focusing more than ever on offering students a truly quality education. Programs have been added in Chemistry, Spanish, Speech Communication and American Sign Language/English Interpreting.

location

Western is located in Monmouth, a town founded by the same early 19th century pioneers who started the college. A community of 7,000, Monmouth is just 20 minutes from the state capital, Salem, and provides all the benefits of small-town living: easy pace, friendly people, small college atmosphere.

Monmouth and Western are nestled in the heartland of Oregon's fertile Willamette Valley. Grain, fruit and nut production, cattle and sheep ranches, and wood products are the major industries. The College is the town's major employer and serves as the cultural and athletic center for the area.

Big-city life is minutes away. Western is located next door to the busy state capital and midway between the state's two largest cities, Portland to the north and Eugene to the south. Monmouth is also mid-way between two of the state's most valued resources, the famed Oregon Coast to the west and the majestic Cascade Mountains to the east.

The climate is generally mild; winters are marked by cool temperatures and frequent rains, summers are sunny and warm. The climate is tempered by the nearby Pacific Ocean, so there are few temperature and humidity extremes, rarely snow or ice.

campus

Western's campus of 135 acres and 34 buildings combines the charm of historic 19th century structures with modern facilities for science, performing arts and athletics. The entire campus is accented by award-winning landscaping that captures the beauty of the green Willamette Valley. Numerous varieties of native Oregon trees and plants cover the spacious lawns. A Giant Sequoia, planted in 1887, stands in front of Campbell Hall and is transformed each December into one of the nation's tallest, living Christmas trees.

The renovated Campbell Hall (1871) is the oldest building on campus. It is a landmark of the traditional campus, which included Todd Hall, Maaske Hall and The Cottage. In 1989, the City of Monmouth granted "local landmark status" to Campbell Hall, The Cottage, and the Administration building.

Modern buildings surround the central core and expand the campus boundaries. The performing arts center, Leonard W. Rice Auditorium, seats 619. Edgar H. Smith

Recital Hall is nearby. The newest building on campus, Heritage Hall, is a 400-bed, four-story dormitory which opened fall, 1989, and is evidence of the expanding student body.

Western's athletic facilities are impressive. The recently renovated football field boasts state-of-the-art technology in its design, along with a covered stadium that seats more than 2,000. The surrounding track was recently revamped and can now host world-class meets. The indoor gymnasium, which seats 2,000, includes courts for tennis and handball. An indoor swimming pool is also available.

An Instructional Technology Center, featuring state-of-the-art audio/visual and computerized resources, provides the campus with comprehensive facilities for telecommunications, hands-on computer and classroom teaching laboratories and a television production center. An expanded student union, including new bookstore and modern social center, contains a coffee shop, an old-fashioned ice cream parlor and delicatessen, and offices of student government and publications.

A public service park/conference center is part of the comprehensive campus plan for growth.

college organization

Western is the oldest liberal arts college in the Oregon State System of Higher Education (OSSHE), a system which includes two other regional colleges, three universities, and a technical institute. OSSHE is governed by the chancellor and an 11-member Board of Higher Education, appointed by the Governor and approved by the Legislature.

The college's chief administrative officer is the president. Presidents of the institution since its founding are: Levi L. Rowland, 1866-1869; Thomas Franklin Campbell, 1869-1882; David Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; Charles Abner Howard, 1939-1947; Henry Martin Gunn, 1947-50; Roben John Maaske, 1950-1955; Roy Elwayne Lieuellen, 1955-1961; Ellis Stebbins, 1961-1962; Leonard William Rice, 1962-1977; Gerald Leinwand, 1977-1982; James Howard Beaird (interim), 1982-83; Richard S. Meyers, 1983-1993; Bill Cowart (interim), 1994-1995; Betty J. Youngblood, 1995 - present.

The academic year is divided into three quarters and a six-week summer session. Academic programs are in the School of Liberal Arts and Sciences, and the School of Education.

Arts and Sciences offers well-established programs in psychology, humanities, biological and natural sciences, mathematics, social sciences, and creative arts (art, music, dance, theatre), plus expanding programs in business, computer science, public policy and administration, international studies and pre-



Welcome to western

professional medical health sciences.

Education has a long and distinguished history at Western. Among the teaching faculty are nationally recognized instructors, particularly in special and elementary education. The program has been ranked among the best in the United States, and has won national awards for "innovative, new strategies."

accreditation

Western Oregon State College is accredited by the Northwest Association of Schools and Colleges, National Council for Accreditation of Teachers of Education, American Association of Colleges for Teacher Education, National Association of Schools of Music, Council on Rehabilitation Education, Council on Education of the Deaf (CED), and Oregon State Teacher Standards and Practices Commission. Students may review accreditation documents in the Office of the Provost or the college library.

degrees offered

Western offers studies leading to the following degrees.

Associate in Arts (two-year program)

Bachelor of Arts in:

English
International Studies
Spanish
Theatre Arts

Bachelor of Science in:

American Sign Language/English
Interpreting

Bachelor of Arts and Bachelor of Science in:

Art
The Arts (theatre, dance, music, and art)
Biology
Business
Chemistry
Computer Science
Corrections
Economics
Elementary Education and
Interdisciplinary Studies
Fire Services Administration
Geography
History
Humanities
Interdisciplinary Studies
Law Enforcement
Mathematics
Music
Natural Science
Political Science
Public Policy and Administration
Psychology
Secondary Education and
Interdisciplinary Studies
Social Science
Speech Communications
Sociology

Master of Science in Education

Master of Arts in Teaching

Master of Arts and Master of Science in
Correctional Administration

foreign study, international exchange and internship programs

Koichi Ando, Director

International Education and Services

A strong belief that colleges must prepare students to live and work in a "global society" is the underlying philosophy of Western's International Exchange and International Internship Programs. Currently, Western offers and/or is negotiating sister agreements with three institutions of higher learning in foreign countries. These agreements allow for the exchange of faculty and students for mutual benefit. In most student cases, credit toward degree programs is transferable between the institutions. The institutions are:

University of Kassel, Kassel, Germany —

For more than 10 years, Western had an informal exchange with the University of Kassel which was formalized in 1988. A comprehensive university of 16,000 students, Kassel offers programs in education, vocational and industrial arts, liberal arts and sciences, law, civil, mechanical and electrical engineering, architecture and agriculture. (Agreement, 1988)

The University of Kassel offers a five-week summer program called Internationale Sommeruniversität Kassel (International Summer University). Emphasis of the program is on study of the German language, culture and civilization, literature and phonetics. Students from all over the world participate in this intensive language program offered at three language-proficiency levels (Second-year, Intermediate, and Advanced). Home-stays and excursions are an integral part of the program. Prerequisite is one year of college German or equivalent.

Saitama University, Urawa, Japan —

Founded in 1949, Saitama is one of Japan's national universities, offering undergraduate programs in liberal arts, education, economics, science and engineering, as well as graduate programs in cultural science. Located in Urawa, a satellite city of Tokyo, SU enrolls approximately 8,200 students. (Agreement, 1990)

In addition to the International Exchange programs at Western, we offer programs



Welcome to western

through the Oregon State System of Higher Education (OSSHE), in the following countries;

China-Beijing Intensive Language Program, a semester program (Sept-Dec).

Ecuador-Pontificia Universidad Catolica del Ecuador or the Universidad San Francisco de Quito, both are semester or year-long programs (Aug-Dec) and (Jan-May).

France-Poitiers University and Universities of Lyon, both year-long programs (Sept-Jun).

Germany-Baden-Württemberg, a year-long program (Sept-July). Tübingen Intensive Language Program, a semester program (April-July).

Hungary-Jozef Attila University, a year-long program (Sept-May).

Japan-Aoyama Gakuin University, a year-long program (April-Feb). Waseda University, a year-long program (Aug-June).

Mexico-Universidad de las Americas, a semester or year-long program (Aug-Dec) and (Jan-May).

South Korea-Yonsei University, students attend a 10-month program (Aug-June).

Western is a member of the Northwest Inter-institutional Council on Study Abroad (NICSA), allowing students to participate in programs of varying lengths in Avignon, France; Cologne, Germany; London, England; and Siena, Italy. In these study centers, students may attend any quarter or series of quarters at any site. Instruction is provided by faculty members from NICSA and by British, French, German, and Mexican adjunct faculty members. Curriculum changes quarterly, with emphasis on civilization and culture, language, literature, art, history, political science, and general humanities. Excursions are an integral part of each program.

Western is also a member of the Cooperative Center for Study Abroad (CCSA), allowing students to participate in programs of varying lengths in London, Australia, Ireland and Scotland. Many of the CCSA programs are offered during winter break (mid-December to early-January) and summer break.

In addition to study abroad opportunities, the Oregon International Internship Program (OIIP) allows students to complete an internship abroad as part of their degree program. Students are encouraged to arrange their own internship that fit their educational and professional goals. The preferred model for an intern is to complete a short preliminary internship in a Northwest company or organization, travel to the foreign location for study, orientation and an extended internship experience (2-6 months), followed by a short return to the original Northwest location to provide feedback.

special instructional facilities

Library

Gary D. Jensen, Director

Western's Library offers collections and services which support the curriculum of the College and other educational and recreational needs of the college community. Services offered include reference assistance, searching of bibliographic databases (both on-line and compact disc), interlibrary loan, and a reserve book collection. More than 175,000 books and 1,680 magazines are readily accessible to students and faculty. Photocopiers, microfilm readers and copiers, and individual study desks are provided throughout the building. Group study and computer rooms also are available. As an official depository for United States and State of Oregon publications, the Library has over 70,000 government documents. Library resources also include more than 450,000 microfilms, including the extensive microfiche collection of the Educational Resources Information Center (ERIC). The combined book resources of the libraries in the Oregon State System of Higher Education (over 5 million volumes) are available to students and faculty through direct borrowing (on presentation of a valid identification card) and through cooperative interlibrary loan arrangements.

For physically limited students, the Library provides many facilities and services, including a ramp for access to the building, special student tables and machines for students who use wheelchairs, a telecommunications device for those who are hearing impaired, and equipment including a scanner, voice synthesizer, and braille, for visually impaired students. Library staff members provide special assistance to meet other needs, including retrieval of materials.

Special collections within the Library include the College Archives' collections of historical documents and photographs relating to College and local history, a collection of juvenile fiction and non-fiction books, and Northwest history materials.

Teaching faculty and students how to locate and use the collections and services of the Library is an important function of the User Education unit. Librarians present numerous course-related library instruction classes, tours and workshops each quarter.

The Library's electronic resources include WOLF, the on-line catalog with a gateway feature offering access to other library catalogs and electronic resources, and a CD-ROM (compact disc, read-only memory) reference network of periodical, newspaper, and book databases.

Instructional Technology Center

Alan Heywood, Director
Educational Media Center

The Instructional Technology Center (ITC) provides a focus of support for campus-wide instructional and administrative needs. The support encompasses staff and special classrooms to help faculty evaluate new technologies and strategies. They also provide high-level media support activities for students and faculty, printing and computer services.

CLASSROOM SERVICES

Classroom support is accommodated by a central collection of equipment, films, video tapes and a television studio connected to a campus-wide network, providing all classrooms and dormitories with commercial broadcasts and local instructional programs.

PRODUCTION/PRINTING SERVICES

The ITC provides facilities and staff for the production of specialized materials. In the Production area, photographs, slides, transparencies, help in graphic design, lamination and dry mounting are typical services used by faculty and students. Resources available in the printing area include offset printing, volume copying, spirit duplicating, collators, binding, shredding and large staplers.

MEDIA RESOURCE LAB

The Media Resource Lab provides audio, film, slide, television, video tape and other specialized resources. Instructors may place media materials on reserve for students to use in completing assignments. Some checkout equipment is available. AV on-line and satellite programs such as French Magazine are also available. Self-service, high quality cassette duplicating equipment is located in the resource lab for general use.



CURRICULUM LAB

The Curriculum Lab serves students and faculty throughout the campus. It duplicates as closely as possible the resources, services and organization which may be found in most Oregon school media centers. A collection of more than 20,000 print and non-print materials is maintained covering subjects taught in Oregon elementary and secondary schools, including materials for the handicapped and severely handicapped. The collection includes a curriculum library of more than 4,500 current elementary and secondary textbooks and about 1,200 courses of study used in Oregon and elsewhere. Facilities are provided so that students and faculty can produce their own materials. The Curriculum Lab also serves as a laboratory for educational media classes and other courses.

Computer Resource Center

Ed Wright, Director

The Academic Computer Resource Center, located in the north wing of the Instructional Technology Center, is a well-equipped, open access, drop-in microcomputer laboratory where all students can get "hands-on" experience in operating and programming microcomputer technology. Students do not have to be enrolled in a computer based class to use the computing facilities. Staff and student assistants are available to assist students who have questions or problems. Students can get laser printing for class assignments at no cost.

community services

Regional Resource Center on Deafness (RRCD)

The Regional Resource Center on Deafness prepares individuals for various professions in the field of deafness and serves as an information and referral center on deafness for the four Northwestern states of Alaska, Idaho, Oregon, and Washington. Through its training, consultation and advocacy efforts, the center also contributes to the development of many effective community programs and services for people who are deaf or hard of hearing. The Western campus has become known throughout the Northwest for its comprehensive support services for deaf and other disabled students who have enrolled in both undergraduate and graduate programs at the college.

As part of the wide range of training services offered, the RRCD staff designs and conducts specialized in-service training workshops for professional groups. Workshops in deafness have been provided to rehabilitation counselors, employers, mental health therapists, educators, sign language interpreters, police, sign language teachers,

classroom aides, special education administrators and parent groups.

For further details regarding information and referral, training programs or other projects related to deafness and its implications, please contact the Director, Regional Resource Center on Deafness, Monmouth, OR, 97361, (503) 838-8444 (voice and TDD).

Summer Basic Skills Clinic

Children with unusual reading and/or basic skills problems may be placed in a one-to-one situation with Western students in the handicapped learner (HL) program during this clinic which begins each June. Children in grades 1-12 are accepted from all areas of Oregon.

The service consists of 1-2 hours of tutoring daily by teachers who are working toward an endorsement as specialists in HL.

Children referred to the clinic usually are of average intellectual ability, and have problems in learning to read, comprehend, write, spell, or in mathematical problem-solving.

Complete reports are provided to schools and parents before school starts in the fall.

A fee is charged for test materials and teaching supplies.

Further information may be obtained by writing to the director of the Special Education Summer Basic Skills Clinic, Western Oregon State College, Monmouth, OR, 97361.

Educational Evaluation Center

The Education Evaluation Center conducts multi-disciplinary evaluations of children with possible learning problems. Clinical analyses are provided to children from schools where such services may be limited or unavailable or when an independent evaluation is desired. Appropriate specialists are available to conduct comprehensive assessments of current educational skill levels and areas of relative strengths and weaknesses. They may give tests that examine any or all of the following: vision screening, hearing, mental ability,

academic skills, language, speech development, social/emotional status, perceptual/processing skills.

The center is partially funded by the Oregon State Board of Education via action of the state legislature and 94-142 (IDEA) monies and serves as the main diagnostic-prescriptive service for any child in Oregon. The other source of funding is based on a fee for service.

The role of the Center is to provide support to teachers and parents as they work together in making education decisions for children. While Center staff offer suggestions based on the available information, final decisions for eligibility for special education services rest with the parents and school personnel.

Children accepted for evaluation include those of school age demonstrating significant learning and/or behavior problems and younger children whose developmental, medical or social history indicates that a learning problem might exist. Referrals come from schools, parents, and physicians anywhere in Oregon. Reports are sent to professional personnel and to the parents.

Further information is available from the director of the Education Evaluation Center, Teaching Research Division, Western Oregon State College, Monmouth, OR, 97361.

Western Child Care Center

The Western Oregon State College Child Care Center is located in Todd Hall and operated by Teaching Research. It provides a safe, secure and developmentally appropriate environment for children from 3 to 6 years of age, and focuses on activities which promote social, emotional, physical and cognitive development. The Center has received accreditation from the National Academy of Early Childhood Programs and is nationally known for the model it uses to integrate children with disabilities. Further information is available by contacting Teaching Research, Western Oregon State College, Monmouth, Oregon, 97361.





*E*ntering western

enrollment management

Michael R. Cihak
Dean of Students & Enrollment Management

Alison Marshall
Director of Admissions

Sandra D. Mountain
Director of Financial Aid

admissions procedures

To attend classes at Western, students must first apply for and receive formal admission. The requirements described below are the minimum requirements a student must meet in order to be considered for admission to Western Oregon State College. Depending on availability of space, more selective admission requirements may be implemented. If there are special circumstances or questions regarding admission, contact the Director of Admissions.

Freshman Admission Requirements

To be admitted to freshman standing, students need to fulfill each of the requirements (or alternatives to each) as specified in 1 through 4 below. Students who have accumulated 12, but less than 24 hours of college credit will need to meet the freshman admission requirements **AND** have a 2.0 GPA in all college work attempted. Students with more than 24 hours need only meet the 2.0 college GPA transfer requirement.

1. **HIGH SCHOOL GRADUATION REQUIREMENT:** Must have been graduated from a standard or accredited high school.

Non-graduates must score a minimum of 40 on each of the five sub-tests of the Test of General Educational Development (GED), and an average score for the five tests of 55.

Graduates of unaccredited high schools must have a minimum score of 890 on the SAT* or 1000 on the Recentered SAT I or 21 ACT, and an average of 410 (1230 total) on three SAT II* tests (writing; math level I, IC, or IIC; and a third of the student's choice), or an average of 470 (1410 total) on three Recentered SAT II tests (writing; math level I, IC, or IIC; and a third of the student's choice).

* Tests taken before April 1995.

2. **ADMISSIONS TEST REQUIREMENT:** Must submit scores of the Scholastic Aptitude Test (SAT) or American College Test (ACT). Except as alternatives to the GPA and as noted below, scores are not used for admissions

decisions, but are used for guidance and placement purposes.

3. **SUBJECT REQUIREMENT:** Must satisfactorily complete 14 units (one year equal to one unit) of college preparatory work in the following subject areas:
 - a. **ENGLISH** (4 units): Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.
 - b. **MATHEMATICS** (3 units): Shall include first-year algebra and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses that integrate topics from two or more of these areas. (One unit is highly recommended in the senior year. Algebra and geometry taken prior to the ninth grade will be accepted.)
NOTE: Regardless of the pattern of (three) math courses or the number of years of math taken, the math coursework must culminate at the algebra II (or equivalent) or higher level to meet the requirement.
 - c. **SCIENCE** (2 units): Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science; one recommended as a laboratory science.

- d. **SOCIAL STUDIES** (3 units) Shall include one year of U.S. history, one year of global studies (world history, geography, etc.), and one year of social studies elective (government strongly recommended).
- e. **OTHER COLLEGE PREPARATORY** (2 units): May be foreign language (highly recommended); computer science; fine and performing arts; or other college preparatory electives including advanced-level vocational-technical courses. (Units need not be in same subject.)
- f. Effective Fall 1997, Western will require second language proficiency for students seeking admission. In general, two Carnegie Units (two years of the same high school foreign language) may be used to meet the proficiency level. American Sign Language can count as a foreign language for admission purposes only.

ALTERNATIVES TO THE SUBJECT REQUIREMENTS. (Any one of the following):

- a. Score an average of 410 (1230 total) on three SAT II* tests (writing; math level I, IC, or IIC; and a third of the student's choice) or an average of 470 (1410 total) on three Recentered SAT II tests (writing; math level I, IC, or IIC; and a third of the student's choice).
- b. Take makeup coursework (high school or college level) for specific subject requirements missed in high school and achieve a passing grade. (One three-hour college-level term



Entering western

course is equal to one unit of high school work).

NOTE: Satisfactory completion of college-level Math 95 (Intermediate Algebra) fulfills in total the subject requirement in mathematics.

EXCEPTIONS TO THE SUBJECT

REQUIREMENTS: Students who were graduated from high school in 1984 and before, and who delayed entrance until fall term 1985 and thereafter, will not be required to meet the 14 units of prescribed subjects. They will, however, need to meet all other requirements (or alternatives) for admission.

* Tests taken before April 1995.

4. **GRADE POINT AVERAGE REQUIREMENT:** To be admitted, students must have a 2.75 grade point average in all graded subjects taken toward graduation in four years of high school.

ALTERNATIVES TO THE GPA REQUIREMENT. (Any one of the following.)

- a. An 890 on SAT I* or 1000 on Recentered SAT I, or 21 on the ACT.

* Tests taken before April 1995.

- b. SAT or ACT scores and high school grades to predict a 2.00 college GPA.

5. **SPECIAL ADMISSIONS:** A limited number of students who do not meet the regular requirements or exceptions listed above may be admitted through special action of an Admissions Committee. To be considered on this basis, students must have exhausted all of the alternatives listed above. For information about specific procedures, contact the Director of Admissions.

WHEN TO APPLY

High school students who have earned a 2.75 cumulative grade point average in high school can apply for early admission after Oct. 15 preceding the fall they plan to enroll. Students must complete the "Undergraduate Application for Admission" form available from Western Oregon State College. Grade point average and subject requirements must be verified by your counselor, and include SAT or ACT scores. A decision regarding admission can be made as soon as this information is on file with the Admissions Office.

APPLICATION PROCEDURES

Freshmen are encouraged to apply early. The application procedure for entering freshmen (students with no preparation beyond high school or with 11 or fewer credit hours of post-secondary work) consists of the following steps:

1. Complete and return an application form and the required \$50 nonrefundable fee. These must be submitted together.
2. Have an official high school transcript sent to the Admissions Office showing all course work completed to date.
3. Students planning to enter as beginning freshmen should complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) before registration and have their scores sent to Western Oregon State College. The SAT and ACT tests are used for advisement and placement, but the scores may also be used to determine admission if the required

high school grade point average has not been achieved.

4. For application deadline dates, contact the Office of Admissions.
5. Upon graduation submit an official final transcript of all high school work showing the date of graduation and credits earned.
6. Provide documentation on the Health History Form of immunizations for Tetanus within the last 10 years and two doses of Measles (Rubeola) vaccine after age of one year.

ADVANCED PLACEMENT/CLEP, CREDIT BY EXAMINATION

Students who receive high scores in College Entrance Examination Board Advanced Placement exams may, upon admission to Western, be granted credit and/or advanced placement in courses counting toward a bachelor's degree. The amount of credit allowed will be determined by the program entered and the score received in the exam. Western's participation is supervised by the Registrar's Office.

Examinations are arranged through high school counseling offices. Students should ask that a copy of the scores be sent to the Registrar at Western. Upon Western's receipt of the scores and enrollment of the student, the acceptable units will be credited toward the total hours required for graduation.

Advanced placement credit will be withdrawn if work later is duplicated in a college-level course. No letter grades (A, B, C, D) will be assigned to advanced placement scores.

Western will allow credit and placement of exam scores of 3, 4 and 5. The amount of credit will vary from subject to subject. A score of 2 may be reviewed by the academic department, which will recommend the amount of credit and/or placement, if any. A score of 1 will receive neither credit nor placement.

The following outlines Western's advanced placement practice:

American History. Nine hours of credit for Hst 201, 202, 203 with a score of 3, 4 or 5.

Biology. Eight hours of credit for Bi 101 and 102 with a score of 3, 4 or 5.

Chemistry. Twelve hours of credit for Ch 104, 105, 106 with a score of 3, 4 or 5, or eight hours of credit for Ch 204, 205 with a score of 3, 4 or 5.

English. Twelve hours credit for Eng 104, 105, 106 and Wr 121 with a score of 5. Nine hours credit for Eng 104, 105, 106 with a score of 4. Three hours credit for Eng 104 with a 3. No credit for a 2.

European History. Nine hours of credit for Hst 101, 102, 103 with a score of 3, 4 or 5.

Mathematics. Up to 12 hours of credit, depending on the student's major field of study. Courses and placement are determined by the department faculty.



Early
Classroom

Admission Requirements for Transfer Students

A student who wishes to transfer to Western from an accredited college or university must show evidence of honorable dismissal from all other collegiate institutions attended. Transfer students are those who enter with the equivalent of at least 12 quarter hours (eight semester hours) from other colleges or universities. Transfer students who have accumulated between 12 and 24 credit hours must meet freshman admission requirements and have a 2.0 grade point average in all college level transferable work. Those who have 24 or more hours will be evaluated only on their college work, which must meet the 2.0 GPA requirement. Students transferring less than 12 quarter hours are admitted on freshman admission criteria only.

A transfer student who does not meet the regular admission requirements may be considered for admission on probation by the Admissions Committee. For information about procedures for petitioning to the committee, contact the Director of Admissions.

TRANSFER STUDENT APPLICATION PROCEDURES

1. Complete and return an application form and the required \$50 nonrefundable fee. These items must be submitted together.
2. Have an official, complete transcript sent from each college or university attended. To be considered official, the transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial or student copies are not acceptable.
3. Provide documentation on the Health History Form of immunizations for Tetanus within the last 10 years and two doses of Measles (Rubeola) vaccine after the age of one year.
4. For application deadline dates, contact the Office of Admissions.

ACCEPTANCE OF CREDIT FROM ACCREDITED INSTITUTIONS

Acceptable records from accredited institutions are evaluated by the Admissions Office to determine the student's eligibility for admission to Western Oregon State College. The amount of credit granted depends on the nature and quality of the applicant's previous work. A student's grade point average will be computed on the credits transferred and will be used as the basis for admission.

ACCEPTANCE OF CREDIT FROM UNACCREDITED INSTITUTIONS

No advanced standing is granted at entrance for unaccredited work. After completing a successful year at Western, work earned at unaccredited institutions may be reviewed to determine what work, if any, will be allowed for credit. Students with coursework from unaccredited institutions must meet freshman admission requirements if they do not have any college-level work from any accredited institutions.

ACCEPTANCE OF CREDIT FROM A TWO-YEAR INSTITUTION

Western Oregon State College accepts all college-level transfer work completed up to 108 hours. A maximum of 24 quarter hours of vocational-technical coursework applicable in an associate degree or a certificate program at an accredited institution may be accepted as elective credit toward part of the 108 hours.

OREGON TRANSFER/ASSOCIATE OF ARTS DEGREE

Transfer students entering Western who have earned an Associate of Arts degree from an Oregon community college under the May 1988 transfer agreement will be considered as having met Western's Liberal Arts Core Curriculum (LACC). A notation verifying that your associate's degree meets the Oregon Transfer degree requirements must be included on your official transcript. For purposes of registration, students holding the Oregon Transfer degree will be considered to have Junior standing. Additional information regarding transfer students is on page 47.

Non-Admitted Students

Due to curriculum and budget considerations non-admitted students must meet one of the following circumstances:

1. Members of the Western Oregon State College staff, approved for enrollment as non-admit students on a term-by-term basis;
2. High school students approved to take college-level courses at the Western campus;
3. Students enrolled in coursework through the Division of Continuing Education; or
4. Students receiving special approval from the Office of the Provost on a term-by-term basis.
5. Students taking graduate-level courses who do not plan to earn a degree or

teaching certificate from Western Oregon State College.

All other students must seek and receive approval to enroll through established admissions procedures.

A non-admitted student is required to abide by all the rules and regulations of the college as listed in the catalog and schedule of classes.

International Student Admission

International students must complete all of the following procedures in order to be considered for admission to Western Oregon State College:

1. Complete and return the printed application form along with the application fee of U.S. \$50. You are advised to send the fee in the form of an international money order. This fee is nonrefundable and your application cannot be processed without it.
2. Submit official transcripts or records of previous school work including secondary and middle schools, other colleges and universities, and professional schools. Original documents are preferred, but certified true copies are acceptable. Copies must be certified as official either by the institution or an official of the United States Embassy. Similarly, certified copies of exact English translations of these records are required. In general, a student must be qualified to enter his or her own country's colleges or universities, have an excellent scholastic record from an acceptable school, and have suitable preparation for his or her academic major. General admission standards for freshmen international students require the equivalent from the home country of an American "C+" grade average (2.75 GPA). A cumulative grade-point average of a 2.0 (C average) is required of all work completed at other accredited U.S. colleges and universities.
3. Provide proof of proficiency in the English language. All non-native English-speaking foreign students, including students from the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau (Palau), seeking admission to the college must submit a minimum TOEFL score of 500 at the undergraduate level and 550 at the graduate level. Students may also satisfy this requirement by making arrangements at English Language Study Center (ELSC) to take the Michigan Language Ability Test. ELSC is located adjacent to the Western Oregon State College campus. A minimum score of 75 is required of non-native English-speaking students seeking admission at the undergraduate level and 80 for students seeking

admission at the graduate level. Michigan test scores will be accepted from the English Language Study Center or official scores from other test sites.

4. Provide proof of adequate financial resources by submitting a completed Certificate of Financial Responsibility and all required supporting documents.
5. Provide documentation on the Health History Form of immunization for Tetanus within the last 10 years and two doses of Measles (Rubeola) vaccine after age of one year.

When to Apply

Although we encourage you to begin your studies at Western Oregon State College during the fall term, you may begin during other terms. The completed application for admission must be received in the Admissions Office at least 60 days prior to the beginning of the term for which you are applying. The application deadlines for each term are: Winter term, October 15; and Spring term, January 15. For Fall term deadlines contact the Office of Admissions.

Health Requirements

Prior to registration, international students are required to submit the Western Oregon State College Health History form, complete with immunization history. The immunization history must include an updated Tetanus immunization within the last 10 years, and 2 doses of Measles (Rubeola). Upon arrival at Western Oregon State College, students will be seen at the Health Center to review their health history and be screened for tuberculosis. Upon completion of the review the student will be issued a health card. A valid health card is required before a student can register for classes.

Western Oregon State College requires that international students and their dependents have and maintain personal health and accident insurance. International students must purchase this insurance at the time they register for classes unless they can provide proof of adequate insurance coverage from another source.

Institutional Testing

The Division of Continuing Education and Summer Programs administers special qualifying tests including:

- Miller Analogies Test (MAT)
- Scholastic Aptitude Test (SAT)
- SAT I
- SAT II
- College Level Examination Program (CLEP)

For information about these and other tests, and to receive testing preregistration forms, testing dates and fees, contact the Division of Continuing Education and Summer Programs. Telephone: (503)838-8483.

tuition and fees

Tuition and fees entitle the student to regular instruction; use of the library, laboratory equipment and materials, and gymnasium and furnishings; medical attention and advice at the Student Health Services; and other services maintained by the college for the students' benefit. No reduction of fees is made to students who choose not to use these services.

A regularly enrolled, full-time undergraduate student takes a course load of a minimum of 12 hours to a maximum of 18. A regularly enrolled, full-time graduate student takes a minimum of 9 to a maximum of 16 hours. Students taking loads of less than the minimum are charged on a per-hour basis. Those with loads in excess of the maximum are charged full tuition plus a per-hour charge.

The following table lists the tuition and fees for the 1995-96 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education.

	One term	Three terms
Resident undergraduate	\$ 995	\$2,985
Nonresident undergraduate	2,822	8,466
Resident graduate	1,543	4,629
Nonresident graduate	2,623	7,869

Special Fees

Late Registration Fee. Full-time students registering after the designated late date of registration of any term pay a late registration fee of \$15 for the first day and \$3 for each day thereafter.

Return-of-Check Fee. If a student pays the college with a check that is returned for insufficient funds, illegible signature, improper bank account number or other reason, the college will charge a fine of \$15.

Change-of-Program Fee. A charge of \$5 per form is made for each course change form a student submits after the announced date that changes may be made without charge.

Application Fee. A fee of \$50 is charged for each application for admission to the college. Payment must be included with the application form. The fee is nonrefundable and cannot be transferred between institutions.

Transcript Fee. A fee of \$5 is charged for the first copy and \$1 for each additional copy ordered at the same time.

Art Materials Fees. A special charge ranging from \$5 to \$40, depending on the course, will be made for art courses.

Music Fees. Performance studies (individual instruction in piano, voice, instruments):

2 credit hours with waiver slip	\$30.00
without waiver slip	80.00
4 credit hours (in same instrument or voice)	
with waiver slip	80.00
without waiver slip	130.00

Physical Education Fees: Some PE activity

courses require additional fees.

(Note: See the schedule of classes for courses and associated fees.)

Credit by Examination Fee: A charge of \$25 per examination is made to registered students who attempt to receive credit by examination (challenging a course).

Fee Refunds

Students who withdraw from the college and have complied with the regulations governing withdrawals are entitled to certain refunds, or reduction in fees, depending on the date of withdrawal. The refund schedule has been established by the Oregon State Board of Higher Education and is on file in the Business Office. All refunds are subject to the following regulations:

- Any claim for refund must be made in writing before the close of the term in which the claim originated.
- Refunds, in all cases, are calculated from the date official written notification of withdrawal or cancellation is received by the Office of the Registrar, not the date of last class attendance. Exceptions may be made when formal withdrawal has been delayed through causes beyond the student's control.

Determining Residency for Fee Purposes

Notice to Non-residents of the state of Oregon Residence Classification Policy and Procedures

In Oregon as in all other states, instruction fees at publicly supported four-year colleges and universities are higher for nonresident students than for resident students. Currently, nonresident students are assessed instruction fees that approximate the full cost of instruction.

The current rules and amendments (effective since November 1, 1993) used in determining residency seek to ensure that only bona fide Oregon residents are assessed the resident fee. Those rules—Oregon Administrative Rules, Chapter 580, Division 10—Board of Higher Education—appear below.

Only duly authorized admissions officers have authority to apply and interpret these rules and procedures. No other indication or determination of residency by any other institutional office, department, program, or staff represents the official institutional determination of residency.

Summary of Key Considerations in Determining Classification as a Resident:

- (1) Establishment of a domicile in Oregon for a period of 12 months or more prior to the beginning of the term for which residency is sought.
- (2) Financial dependence on an Oregon resident or financial independence.

- (3) Primary purpose for being in Oregon other than to obtain an education.
- (4) Nature and source of financial resources.
- (5) Various other indications of residency (e.g., ownership of Oregon living quarters, permanent Oregon employment, payment of Oregon income taxes.)

Oregon Board of Higher Education Administrative Rules

These are the residency rules of the Board of Higher Education in effect since November 1, 1993.

Residence Classification

Definitions 580-10-029 For the purpose of rules 580-10-030 through 580-10-045, the following words and phrases mean:

- (1) "Domicile" denotes a person's true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere.
- (2) "Financially independent" denotes a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in-kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse for the current calendar year and for the calendar year immediately prior to the year in which application is made.
- (3) A "dependent" is a person who is not financially independent.

Determination of Residence 580-10-030

- (1) For purposes of admission and instruction fee assessment, OSSHE institutions shall classify a student as an Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue is one of intent. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident of Oregon for purposes of voting or obtaining an Oregon driver's license and not meet the residency requirements established by these rules.
- (2) An Oregon resident is financially an independent person who, immediately prior to the term for which Oregon resident classification is requested:
 - (a) Has established and maintained a domicile in Oregon of not less than 12 consecutive months; and
 - (b) Is primarily engaged in activities other than those of being a college student.
- (i) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than eight hours per semester or quarter shall be presumed to be in Oregon primarily for educational purposes. (ii) Such period of enrollment

shall not be counted toward the establishment of a bona fide domicile of one year in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than education.

- (3) An Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.
- (4) The criteria for determining Oregon resident classification shall also be used to determine whether a person who has moved from Oregon has established a non-Oregon residence.
- (5) If institution records show that the residence of a person or the person's legal custodian upon whom the person is dependent is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the person requesting the change.

Residency Consideration Factors 580-10-031

- (1) The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:
 - (a) Be primarily engaged in activities other than those of a student and reside in Oregon for 12 consecutive months immediately prior to the beginning of the term for which resident classification is sought;
 - (b) Reliance upon Oregon resources for financial support;
 - (c) Domicile in Oregon of persons legally responsible for the student;
 - (d) Acceptance of an offer of permanent employment in Oregon; and
 - (e) Ownership by the person of his or her living quarters in Oregon.
- (2) The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:
 - (a) Voting or registration to vote;
 - (b) Employment in any position normally filled by a student;
 - (c) The lease of living quarters;
 - (d) Admission to a licensed practicing profession in Oregon;
 - (e) Automobile registration;
 - (f) Public records (e.g., birth and marriage records, Oregon driver's license);
 - (g) Continuous presence in Oregon during periods when not enrolled in school;
 - (h) Ownership of property in Oregon, or the payment of Oregon income or other Oregon taxes; or
 - (i) Domicile in Oregon of the student's spouse.
- (3) Reliance upon non-Oregon resources for financial support is an inference of residency in another state.

- (4) The resident classification of a dependent person shall be that of his or her parents or legal custodians, or, in case of divorce or other similar circumstances, the parent or legal custodian upon whom the person is financially dependent, unless the dependent has been in Oregon with the other parent or a legal custodian and established Oregon residency under these rules 12 months prior to the term for which Oregon resident classification is requested.

Evidence of Financial Dependency 580-10-033

- (1) In determining whether a student is financially dependent, and whether his or her parent or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:
 - (a) Legal proof of custodianship;
 - (b) Evidence of established domicile of parent or legal custodian; and
 - (c) The identification of the student as a dependent on the federal income tax return of the parents or legal custodian.
- Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.
- (2) A student who provides evidence that he or she is a dependent of a parent or legal custodian who has maintained a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or agency for educational purposes.

Residence Classification of Armed Forces Personnel 580-10-035

- (1) For purposes of this rule, armed services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps, and Coast Guard.
- (2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state, or while serving as members of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station, shall be considered residents for purposes of the instruction fee.
- (3) An Oregon resident entering the armed services retains Oregon residence classification until it's voluntarily relinquished.
- (4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon within 60 days after completing service or retain classification as an Oregon resident.
- (5) A person who continues to reside in Oregon after separation from the armed services may count the time spent in the state while in the armed services to support a claim for classification as an Oregon resident.

(6) The dependent child and spouse of a person who is a resident under Section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:

(a) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or

(b) Is under 24 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

Residence Classification of Aliens 580-10-040

(1) An alien holding an immigrant visa or an A, E, G, H, I (or) K, or L visa, or granted refugee or political asylum, Family Unity, or Voluntary Departure in Lieu of Family Unity status, or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 580-10-030 is otherwise satisfied. The date of receipt of the immigrant visa, the date of approval of political asylum or refugee status, or the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the 12 months and other residency requirements under OAR 580-10-030 shall begin to accrue.

(2) Notwithstanding any other rule, an alien possessing a non-immigrant or temporary (i.e., B, C, D, F, J, or M) visa cannot be classified as a resident.

Changes in Residence Classification 580-10-041

(1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in an OSSHE institution, the residence classification of that student shall be reexamined and determined on the same basis as for any other person.

(2) A person whose nonresident legal custodian established a permanent Oregon residence as defined in OAR 580-10-030 during a term when the dependent is enrolled at an OSSHE institution may register as a resident at the beginning of the next term.

(3) Once established, classification as a resident continues as long as the student remains in continuous academic year enrollment in the classifying institution.

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Resident Information Affidavit. The affidavit and all required documents and materials must be submitted by the last day to register for the term in which resident status is sought.

(5) No OSSHE institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by these rules, including timely submittal of the notarized affidavit.

Review of Residence Classification Decisions by IRC 580-10-045

(1) An interinstitutional residency committee (IRC) is established, consisting of the officers determining student residence classification at OSSHE institution and a member of the Chancellor's staff appointed by the Chancellor. The member of the Chancellor's staff shall serve as chairperson. A majority of the members of the Committee shall constitute a quorum. A majority of a quorum, may make decisions.

(2) Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred by an institution residence classification officer to the IRC for decision.

(3) Any person who is aggrieved by the institution residence classification may, within (10) days of the date of mailing or other service of classification decision, appeal the classification to the IRC. An aggrieved person may supply written statements to the IRC for (its) consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs or designee. An appeal to the Vice Chancellor shall be in writing only. The Vice Chancellor's decision shall be final.

(5) A person granted a meritorious hardship exception to residency under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Residents Under WICHE 580-10-047

A certification officer, designated by the Board, shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the Vice Chancellor for Academic Affairs pursuant to OAR 580-10-045(4).

Payment of Nonresident Instruction Fee 580-10-080

(1) All students who are classified as nonresident shall pay a nonresident fee.

(2) Refunds of the nonresident fee may be granted if the student shows that the classification previously assigned was in error, but no such refund shall be made unless the student applies and submits all supporting information for residence status prior to the last day to register for the term in which the student seeks change of status.

Waiver of Nonresident Instruction Fee 580-10-081

(1) Notwithstanding the provisions of rule 580-10-080, the following nonresident students shall be permitted to pay instruction fees at the same rates as Oregon resident students:

(a) Students who are residents of the State of Washington attending an Oregon institution under the terms of a reciprocity agreement.

(b) All undergraduates attending Eastern Oregon State College.

(c) Graduate students who are residents of a participating WICHE state enrolled in a WICHE Regional Graduate Program or a WICHE Northwest Doctoral Student Exchange Program at a Department institution; and

(d) Students attending Oregon graduate or professional schools under terms of the WICHE Compact.

(2) When provisions of this rule are limited to residents of specific states or countries, determination of residence in those states or countries shall be made in the same manner as for students claiming Oregon residence.

Student Exchanges 580-10-085

(1) (a) Under the WICHE Student Exchange Program, certification of students as Oregon residents for purposes of attending institutions not under Board control or in other states shall be guided by rules set forth in Division 10. In order to be considered for WICHE certification, the student's completed application must be received by the certifying officer on or before October 15 of the year preceding admission. An application received after that date in an envelope postmarked not later than October 15 will be deemed to have been received on the 15th. Residency shall be determined as of the date of the application for WICHE certification, not as of the date of expected admission or registration to an institution.



(b) Persons applying for WICHE certification must be certified as Oregon residents and placed in ranked preference order within each program. Ranked preference order is determined by a score based on the grade point average of all college work plus .25 times the number of years of residence in Oregon up to a maximum of ten years.

(2) (a) The department and separate institutions may enter into agreements with individual institutions in other states or other countries whereby resident students specified by name in the Oregon institutions may transfer to the other institution, and an equal number of students specified by name from the other institutions may transfer to the Oregon institution with a reciprocal waiving of additional fees ordinarily assessed to nonresident students in both institutions.

(b) The recommendation for a student exchange program, together with a copy of the proposed agreement between the institutions, shall be approved by the Chancellor or designee before the exchange program is undertaken. Further, the program recommendation and the proposed agreement between institutions shall set forth the reasons why the exchange would be of particular benefit to the students in their chosen study programs and specify: fees to be paid by incoming and outgoing students; student responsibility for costs of transportation, housing, books, board and room, and other incidentals; responsibility of institutions to assist students in obtaining housing, counseling, and interpreters; procedures to be followed in state entitlement funding and counting credit hours; action to be taken if students do not regularly participate in the academic program being pursued, and procedures for providing transcripts.

(c) If an approved agreement provides for exchange of equal numbers of students, then unforeseen circumstances which later might cause a student to withdraw from the program shall not void the arrangements agreed upon by the two institutions.

(3) Attendance at a Department institution as an exchange student from another state or country cannot be used in establishing residence.

(4) Notwithstanding any other rule, and effective fall term of the 1989-90 academic year, a Department institution may provide that a vacant WICHE opening may be occupied by a nonresident, non-WICHE student who agrees to seek residency status for the duration of the student's degree program and who agrees to pay a fee equal to the non-resident tuition fee for the duration of that program.

financial aid

Sandra D. Mountain, Director

As a state-supported institution, Western offers a high quality education at a relatively low cost. The costs of higher education, however, can still be a burden on many families and individuals. In recognition of this fact, Western provides a strong financial aid program that annually awards more than \$13 million to eligible students.

Federal financial aid is based on the philosophy that the primary responsibility for financing a college education lies with the student and his/her family and/or spouse. Western assumes that families will contribute to the student's education to the extent that they are capable. Financial aid tries to bridge the gap between expected contributions from the student and family and the expected cost of attending Western. Financial aid can be made up of a combination (package) of grants, loans, and work-study employment. Funding for these programs comes from a variety of sources including federal, state, private and institutional.

Student Expenses

Estimated annual costs for a full-time, resident, undergraduate student living away from home, on or off-campus, for the 1995-96 academic year follow:

Tuition and fees:	\$2,985 *
Room and board:	3,885 *
Books and supplies:	720
Personal/Miscellaneous:	2,040
Total:	\$9,630

(Tuition and fees for a nonresident undergraduate are estimated at \$8,475; resident graduate student \$4,635; and \$7,875 nonresident graduate.)

*Tuition and fees, and room and board figures are subject to change based on actions by the State Board of Higher Education, the Oregon State Legislature, and Western Residence Halls.

Eligibility

Western uses the federally mandated methodology contained in the Free Application for Federal Student Aid (FAFSA) form established by Congress which calculates an estimated contribution from the student and family toward the student's budget. This nationally used system seeks to ensure a consistent and equitable treatment of all applicants for financial aid. The family contribution may consist of a contribution from the student and/or spouse (based on previous calendar year earnings and assets) and a contribution from the parents (based on previous calendar year earnings and assets).

To receive financial aid, the student must be a U.S. citizen or eligible noncitizen, be registered with the Selective Service (if required), be working toward a degree or certificate, be making satisfactory academic progress and not owe a refund on a Federal grant or on a Federal educational loan.

Applying for Aid

Students can apply for most grants, loans, scholarships, and work-study programs by completing the Free Application for Federal Student Aid (FAFSA). This form is available from high schools, community colleges or the Office of Student Financial Aid at Western. In order to receive priority consideration, the FAFSA should be submitted to the federal processor no later than February 1. When completing the FAFSA, students should list Western Oregon State College in the college section and the code 003209, check the box releasing information to the state and mail the completed FAFSA to the federal processor.

The federal processor determines the expected contributions from students and their families. Financial aid programs including the Federal Pell Grant, Oregon State Need Grant (for Oregon Residents), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan

Entering western

(FPL), Federal Work-Study (FWS), Federal Stafford Loan and Federal Unsubsidized Stafford Loan are awarded to students who have filed a FAFSA with the federal processor. Aid applicants are rank ordered based on computed financial need. Those students with the highest need and whose applications were received by March 1 (by the federal processor) are awarded first. The amount of aid a student can be awarded is determined by subtracting the expected family/student contribution (EFC) from the cost of education at Western.

Student budget
- EFC
Need

Western attempts to meet the computed financial need for all students based on the amount of federal funding available to Western. The Office of Financial Aid at Western then determines a "package" of aid that will attempt to meet the remaining need. Students are considered for all programs for which they qualify. If eligible, students will receive an offer of aid (award letter). Priority consideration will be given to students whose FAFSA was received by the federal processor by March 1. Additional consideration may be given to later applicants if funding permits. Students may apply for aid after the March 1 priority date, but Federal Supplemental Educational Opportunity Grants, Federal Perkins Loan, and Federal Work-Study funds will generally no longer be available at Western. Students are required to provide a Financial Aid Transcript (FAT) from the last post-secondary institution that they attended. The FAT is available at any financial aid office and is needed even if a student did not receive financial aid from a previous school.

Returning Western students must reapply each year for financial aid. Renewal of a student's aid depends on satisfactory academic progress, demonstrated financial need, and the availability of financial aid program funds.

Federal Programs

Federal Pell Grant. Grants range from \$400 to \$2,340 per year, are based on financial need and college costs, and are limited to eligible undergraduates. This aid does not need to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG). This grant is based on financial need and availability of funds at Western. This grant is limited to eligible undergraduates.

Federal Perkins Loan. The Federal Perkins Loan is based on financial need and the availability of funds. The loan requires repayment at 5 percent interest which begins nine months after leaving school, with up to 10 years to repay. This loan includes a cancellation clause for students who teach the handicapped, teach in schools serving low-income families or serve as a full-time law enforcement or corrections officer.



Arena scheduling during the late 1960's.

Federal Work-Study (FWS). Employment, on or off campus, is arranged by Western's Student Employment Office, and is based on financial need. Usually, when classes are in session, students work up to 20 hours per week. Employment is oriented, whenever possible, to the student's educational objectives. Students earn a minimum wage of \$4.75 per hour or higher. Students may consult the Office of Financial Aid regarding the student wage scale.

Federal Direct Subsidized Stafford Loan. The loan requires repayment and is based on financial need. It has a variable interest rate that is adjusted each year. Loans disbursed after July 1, 1995, will be capped at 8.25 percent. Freshmen may borrow up to \$2,625 per year. Sophomores may borrow up to \$3,500 per year. Junior, senior and post-baccalaureate students may borrow up to \$5,500 per year. Graduate Master students may borrow up to \$8,500 a year. First year, first time Federal Stafford Loan borrowers will have their first check delayed for 30 days after the beginning of the term. Repayment and interest begins six months after the borrower ceases to be at least a half-time student. Loan checks are disbursed by the Business Office. The check will be disbursed at time of fee payment or later in the term for which the loan funds are intended, if the promissory note has been signed and the student has attended an entrance loan counseling session at Western Oregon.

Federal Direct Unsubsidized Stafford Loan. The loan provisions are the same as for the Federal Direct Subsidized Stafford Loan program except that the borrower is responsible for the interest during enrollment and deferment or grace periods.

Federal Parent Loans for Undergraduate Students (Federal PLUS). The Federal PLUS provides an additional borrowing opportunity for the parents of dependent students. It has a variable interest rate that is adjusted

each year. Loans disbursed after July 1, 1994, will be capped at 9 percent. The Federal PLUS, in addition to any other financial aid awarded to a student, cannot exceed Western's estimated cost of attendance (student budget). Information is available from Western's Office of Student Financial Aid.

Loan Repayment. The Office of Student Financial Aid as well as various government agencies consider as very serious the responsibilities associated with student loan(s). If a student or parent takes out a loan, it must be repaid unless it is cancelled. Federal regulations require all first-time student borrowers at an institution to participate in an entrance interview regarding these responsibilities. In addition, all student borrowers must be advised of their loan repayment obligations when they leave Western. The Office of Student Financial Aid offers loan counseling and debt management sessions for students.

Additional information. For additional information relative to federal grant, loan and work-study programs, students may obtain a copy of *The Student Guide*, published by the U.S. Department of Education, available at Western's Office of Student Financial Aid.

NOTE: The provisions of federal financial aid programs are subject to change without notice based on determination of the regulations by the United States government.

State Programs

Oregon's Legislature provides limited financing aid for resident undergraduates attending colleges and universities within the state. This type of financial aid is administered by the Oregon State Scholarship Commission (OSSC). Students may apply for the State Need Grant Program by completing the FAFSA, listing Western in the college section, checking the box releasing informa-

tion to the state and mailing the FAFSA to the federal processor.

For the 1995-96 academic year, the estimated Need Grant amount at Western is \$1,020. Awards are renewable for up to 12 quarters. Students must enroll full-time, demonstrate continued financial need and maintain satisfactory academic progress as defined by Western.

Award Notification

When Western's Office of Student Financial Aid has determined the types of aid that a student is qualified to receive, an award letter will be sent to each student, outlining the conditions of the award on the back. All students receiving aid from Western will need to sign the Award Letter indicating they understand and agree to all the conditions of the award.

Students receiving financial aid offers at Western must report changes in the following areas to the Office of Student Financial Aid: changes in enrollment status (withdrawal or non enrollment), changes in dependency status, or receipt of additional resources of assistance.

The Office of Student Financial Aid at Western may be required to adjust student financial aid during the year due to a number of circumstances including changes in federal, state or institutional funding levels or adjustments based on student enrollment patterns and aid acceptance percentages.

Payment of Fees and Receipt of Financial Aid

If you have received an award for the academic year, the money is divided into three equal portions and released to you at each fee payment period. You must pay for your tuition and fees at that time and then plan on budgeting the remainder of your money so that it will last through the term until the next fee payment time period.

If you have been awarded Federal Work-Study (FWS), you must obtain a work-study job. For assistance, contact the Student Employment Office located on the third floor of the Administration Building. Your paycheck is disbursed once a month from the Payroll Office depending on the amount you work during each pay period.

Verification

Verification is a process required by the federal government and is used to verify the information provided by students and parents on the FAFSA. Certain applications are selected for verification by the federal processor due to federal edits or random selection. Other applications may be selected by the Office of Student Financial Aid to clarify information. Verification documents may include federal income tax returns, W-2 forms and a verification worksheet.

Financial Aid Refund and Repayment Policies

It is the policy of Western Oregon State College, in compliance with state and federal regulations governing refunds and repayments, to expect refunds to be credited to federal aid programs when a student who has been disbursed financial aid has completely withdrawn from the college. (The withdrawal form with instructions is available in the Registrar's Office.) Students also may be required to repay a portion the financial aid they received. Refunds and repayments are calculated based on the official date of withdrawal calculated by the Registrar's Office. The refund and repayment policy and schedule is stated in the schedule of classes available to all students from the Office of the Registrar and in consumer literature available in the Financial Aid Office. Repayments are made to the Western Oregon State College Business Office. All required financial aid repayments must be made prior to the end of the current academic year or before the dispersal of any additional Title IV funds to the student.

The order in which tuition and fees or resident hall refunds are credited due to a total withdrawal from Western will be as follows depending on the type of aid the student received during the term of withdrawal:

- *Unsubsidized Federal Stafford or Direct Stafford Loan
- *Subsidized Federal Stafford or Direct Stafford Loan
- *Federal Plus or Direct Stafford Loan
- *Federal Perkins Loan
- *Federal Pell Grant
- *Federal SEOG
- *State Need Grant
- *Byrd Scholarship/Institutional Scholarships/Grants
- *Student

Depending on the types of financial aid received, repayment funds will be applied to the following accounts in the following order:

- *Federal Perkins Loan
- *Federal Pell Grant
- *Federal SEOG
- *State Need Grant
- *Byrd Scholarship/Institutional Scholarships/Grants
- *Private Scholarships

Students who leave Western before the end of a term without complying with the "official" withdrawal procedures or who receive all "X" grades will be required to repay the entire amount of financial aid received for the term. To avoid the requirement to repay all aid, the student must document his/her last date of attendance. This documentation can consist of exams, records of attendance, tutorials, computer-assisted instruction, counseling, academic advisement or study groups. The documentation must be submitted to and approved by the Financial Aid Office.

Financial Aid Academic Requirement

All financial aid recipients are required to remain in academic "good standing." Students must meet Western's academic regulations outlined under the section titled Scholarship Regulations in the catalog. Students who are academically suspended are ineligible for further aid consideration until they are academically reinstated and fulfill any additional requirements specified by the Office of Student Financial Aid. In addition, students receiving financial aid must maintain satisfactory progress toward completion of their academic objectives. Satisfactory progress is defined as completion of a minimum of 12 credit hours per term for undergraduates and post-baccalaureates and 9 credit hours for graduate students. Letter grades of F, W, N, I, X and AU do not apply toward the completion of the credit hour minimums. If a student receives all "X" grades, the student will be required to repay all financial aid received unless they can provide documentation of their attendance.

Credit hours and grades will be monitored at the end of each term.

At the end of the academic year or the last term of attendance, students deficient one or more credit hours may be subject to aid eligibility suspension. Students whose aid has been suspended must file a written petition and supply documentation to explain the reasons he or she did not complete the minimum number of credit hours required. After the petition has been completed and given to the Office of Student Financial Aid a decision will be made regarding continuation of financial aid by the Director or Assistant Director. A petition must be approved before subsequent aid will be released. Students whose petitions are denied have the right to appeal that decision to the Student Financial Aid and Scholarship Committee.

Undergraduate students who have accumulated 220 or more credit hours (graduate/post-baccalaureate 60 or more credit hours), must petition for further aid consideration. Petitions for "excessive credit hours" must include a graduation audit from the Registrar's Office and an explanation why further aid consideration should be granted.

Students who are enrolled less than full-time are required to complete the number of credit hours used to determine their aid eligibility.

Financial aid recipients are responsible for knowing the consumer information on satisfactory academic progress which is available at the Office of Student Financial Aid.

College Aid Sources

In addition to state and federal aid, Western administers a wide variety of private and institutional scholarships. Many recognize scholastic achievement as well as need. Some are reserved for students in specific majors or from specific geographical areas. A number of these aid sources are detailed below. All non-departmental scholarships require a separate, single scholarship application that must be received in the Western Office of Student Financial Aid by February 15. Applications may be obtained from the Office of Student Financial Aid or the Office of Admissions.

Alaskan Scholarship. Established in 1987. Awarded to a student from an Alaskan high school.

Albritton Scholarship. Established in 1984 in memory of Robert E. Albritton. Awarded to full-time junior or senior, majoring in elementary education.

Alumni Association General Scholarships. Re-established in 1992. Awarded to full-time sophomore, junior or senior.

American Association of University Women Scholarship. Established in 1988 by the local chapter of AAUW.

E. Binney Scholarship.

Caneen Scholarship. Established by the family of Elizabeth S. Caneen. Awarded to any student.

Centennial Scholarship. Established in 1981 by the Western Foundation. Awarded on merit to incoming freshman.

Christy Scholarship. Established by the family of the late Oscar Carl Christensen, a former Western faculty member and coach. Awarded to full-time sophomore, junior or senior.

Class of 1935. Established in 1995. Awarded to any needy student in the School of Education.

Dr. Mary I. Cole Elementary Education Scholarship. Established in 1985 by Mary Cole, an alumna of Oregon Normal School (now Western Oregon State College). Awarded to student in elementary education.

Commercial Bank. Established in 1991. Awarded to any student.

Dahl-Boyd Scholarship. Established in 1985 in memory of Vera Dahl-Boyd, member of the class of 1924. Awarded to full time, undergraduate in elementary education.

Daniels Memorial Award. Established in 1972 by the family of James G. Daniels, Sr. and Jr. Awarded to incoming freshman or returning sophomore, junior, or senior on academic merit or participation in activities.

Dickerson Scholarship. Established in 1989 by the Western Foundation in memory of Charlotte Rudd Dickerson, an alumna of ONS (WOSC). Awarded to any student.

Mary Donaldson Scholarship. Established in 1991 by Mary A. Donaldson, an alumna of ONS. Awarded to minority student who will volunteer to work in a nonprofit organization.

William E. & Kathleen du Aime-Rodewald Scholarship. Established in 1990 by the Rodewald family in memory of their son and daughter-in-law. Awarded to education major resident in Oregon.

Emeritus Society Scholarship. Established in 1989 by the Emeritus Society, a group dedicated to seeking and sharing intellectual pursuits. Awarded to returning student.

Farmers Insurance Group of Companies Scholarship. Established in 1992 to students in fields of insurance, mathematics, business administration, personnel, and other areas related to the insurance industry.

Fortenberry Scholarship. Established by Helen & Richard Woods. Awarded to needy full-time freshman.

Gengler Scholarship. Established in 1989 in memory of Dr. Charles R. Gengler, Professor of Elementary Education. Awarded to full-time junior or senior in elementary education.

Graham Scholarship. Established in 1980 in memory of Robert S. Graham. Awarded to any undergraduate student, based on merit and need.

Hiatt-Faculty Scholarship. Established in 1990 by former long-time faculty member, Dr. Peggy Hiatt. Awarded to a full-time student, in the School of Education, majoring in elementary education.

Roy E. Lieuallen Scholarship. Established in 1984 in honor of Dr. Roy E. Lieuallen, retired Chancellor and former President of OCE. Awarded to any student.

Minority Education Scholarship. Established in 1991. Awarded to minority student majoring in education.

Jack D. Morton Scholarship Fund. Established in 1987 by Jack Morton, former Dean of Students. Awarded to a full-time undergraduate student with a minimum of one year enrollment at Western Oregon State College and 3.0 GPA.

S. Elizabeth Norberg Memorial Award.

Maybelle Olson Scholarship. Established in 1994. Awarded to any student majoring in elementary education.

Oregon Laurels Scholarship. Established to assist outstanding students in financing their education at Western Oregon State College.

Overholtzer-Holaday Elementary Education Scholarship. Established in 1989 by Mary Holaday Murray, in memory of her mother, Ora Overholtzer Holaday. Both graduated from ONS. Awarded to full-time student in School of Education.

The Parents Club Scholarship. Established in 1987. Awarded to undergraduate with need, merit, leadership or participation in activities.

Presidential Scholarships. Established to honor outstanding high school students who choose to attend Western Oregon State College. These scholarships provide generous support through four or five years of college:

Alumni Association. Re-established in 1992.

Donna Buckingham & Richard Wiede.

Established in 1986.

Class of 1941, OCE. Established in 1981.

Cornish Family. Established in 1988 by the family.

Dorothy M. Kirby. Established in 1978 by the family.

Northern California Alumni. Established in 1984.

Thomas & Norine Rowland. Established in 1991.

Swenson Alumni. Established in 1985 in memory of Richard Irving Swenson, 1925 graduate of ONS.

U.S. Bancorp. Established in 1984.

Lee G. Wells. Established in 1980.

Western Foundation. Drawn from funds contributed by various groups and individuals.

Leonard W. Rice Memorial Scholarship.

Established by Mrs. Ruth Rice in memory of her husband, Dr. Leonard W. Rice, President of Western from 1962-77. Awarded to senior majoring in humanities.

Secondary Education Scholarship.

Established in 1991. Awarded to secondary education student.

Henry Tetz Memorial Scholarship.

Established in 1991. Awarded to secondary education student.

Trullinger Scholarship.

W.W. Group Architects Scholarship.

Established in 1989. Awarded to full-time upper-division student majoring in education.

Western Foundation Scholarships.

Awarded from funds contributed to Western by various groups and individuals too numerous to mention. New scholarships include Seder Architects and Market Place.

Wilson Alumni Scholarships. Established by Esther Wilson, alumna of 1931. Awarded to full-time students with sophomore, junior or senior status.

WESTERN OREGON STATE COLLEGE DEPARTMENTAL AWARDS

Students must contact individual departments to apply for these scholarships.

The Alpha Psi Omega Drama Honorary.

This award honors a drama student making a significant contribution to theatre and theatre arts at Western.

Bayer Scholarship. Established in 1994 by Miles Laboratories. Awarded by the Natural Sciences Department to students majoring in science.

David S. Brody Memorial Scholarship.

Established in 1995 by Richard W. Woodcock and Ana F. Muñoz-Sandoval in memory of a colleague of Richard W. Woodcock, former faculty member. Awarded to underrepresented ethnic minority groups, especially Hispanic, preference to first generation college student, bilingual, needy and strong academic record.

Criminal Justice Scholarship. Established in 1992 by Dr. Ernie Ogard and wife, Dr. Janine Allen. Awarded to students planning a career in corrections or law enforcement.

Gale Davis Football Scholarship. Established in 1992. Awarded to students in the football program.

Frances Anderson Memorial Scholarship in Voice. Annual award presented to an incoming freshman or transfer student singer majoring in music.

The Duncan-Shriner Special Education Scholarship. Established by Donald and Verna Duncan in honor of their parents.

Olive Gentle Scholarship. Established in 1992 by Dan and Mary Ann Christensen in memory of Olive Gentle who was kind to them at OCE. Awarded to graduate student majoring in information technology.

Ruth E. Halverson Art Scholarship. Established and awarded by the Creative Arts Division.

Hoffman Scholarship. Established in 1991 by the estate of Albert A. and Martha G. Hoffman. Awarded to needy resident of Cornelius, Forest Grove, Washington County or Yoncalla or Douglas County, in this priority.

Pat Holman Art Enhancement Scholarship. Established and awarded by the Creative Arts Division.

Kirkwood Music Scholarship. Established in 1984 from the estate of Joseph F. Beaty. Awarded by the Creative Arts Division.

Library Scholarship. Established in 1994 by the Library staff. Awarded to returning library student workers.

Monmouth/Independence Community Arts Association Scholarship. Established and awarded by the Creative Arts Division.

Cathy Morgan Memorial Fund. Established in 1984 by the Morgan family in memory of their daughter, Cathy, a Western alumna. Only enrolled or entering hearing-impaired students in good academic standing may apply.

Music Department Scholarships Awards which recognize exceptional potential or proven accomplishment.

Oregon State Sheriffs Scholarships. The Oregon Sheriffs Assn. provides one \$500 scholarship annually for criminal justice majors of junior standing based on GPA and need.

The Outstanding Lower Division Art Student Award. Based on portfolio of work as reviewed by the Art faculty.

Western Oregon State College Theatre Scholarship. Sponsored by ENCORE: Friends of Western Theatre.

Patricia Peyton Memorial Scholarship. Established in 1993 by Phyllis Duncan in memory of her daughter. Awarded to undergraduate women in law enforcement or corrections.

Reserve Officer Training Corps (ROTC). All eligible students can complete four-, three- and two-year full tuition scholarships plus a yearly stipend.

Roberts Motor Company Scholarship. Established in 1990 by Ron DeVolder, an alumnus and avid Western basketball fan. Awarded to needy full-time undergraduate student who has completed a minimum of three consecutive terms and is a member of the men's basketball team with a 3.0 GPA.

Edgar H. Smith Music Scholarship. Established in 1989 by Mrs. Edgar H. Smith and the Western Music Department in memory of Dr. Edgar H. Smith - to be presented to a full-time returning music major with a minimum 3.00 GPA.

Virginia Vogel Memorial Scholarship. Established in 1988 by the Vogel family in memory of their mother, Virginia Vogel.

Welty Scholarship. Established in 1994 by Stan and Betty Welty. Awarded to needy returning students who are members of the men's basketball, women's basketball or women's volleyball teams.

Wolfpack Athletic Talent Grants. Established in 1986 by the Wolfpack Athletic Club. Awarded to selected athletes with financial need.

Ron and Marilyn Wynn Musical Theatre Scholarship. Established in 1991, a \$500 award to a returning Western student majoring in music, theatre, or arts with a minimum GPA of 2.5.

REGIONAL RESOURCE CENTER ON DEAFNESS (RRCD)

The Regional Resource Center on Deafness (RRCD) houses three degree programs and three continuing education programs that prepare professionals to work with deaf and hard of hearing individuals. Focused on counselor, interpreter and teacher education, each of these efforts has been awarded U.S. Department of Education funding that enables them to offer stipend and/or tuition waiver to formally accepted students. Availability of this federal support is conditional upon successful annual grant renewals. For application materials and current information on the availability of stipends and tuition waivers, please contact the RRCD main office in Ed 220.

Regional Resource Center on Deafness
Western Oregon State College
Monmouth, Oregon 97361
(503) 838-8444 V/TTY
(503) 838-8039 TTY
(503) 838-8228 FAX

WESTERN OREGON STATE COLLEGE FEE REMISSION PROGRAMS REQUIRING A SEPARATE APPLICATION

The Oregon State System of Higher Education Minority Tuition and Fee Award. Established to increase ethnic, racial and cultural diversity on the campuses of Oregon state colleges and universities by awarding grants to under-represented minorities.

The Oregon State System of Higher Education Scholarship for Under-represented Minorities Achieving Junior Status. Established to provide support and recognition for minority students who have reached junior class standing while establishing an exemplary academic record.

International Student Fee Remission. Contact Foreign Student Adviser International Cultural Service Program.

In addition to the previously listed scholarships and awards, other departments may provide scholarships based on academic achievement and/or talent. Students may wish to contact various departments for further information.

For a more detailed listing of scholarship information at Western, interested students may obtain the "Western Oregon State College Scholarship Handbook" from the Office of Admissions.

Western's Short-Term Funding

Provisions for installment payments and institutional loans are currently under review. Information will be available prior to the beginning of each academic year.



Employment

All Western students interested in obtaining employment are encouraged to contact the Student Employment Office located on the third floor of the Administration Building. This office provides assistance in placing students in both on- and off-campus jobs. Bulletin boards listing current job opportunities are located on the first floor of the Administration Building.

Veterans Educational Aid

Information about federal and state veterans educational aid programs may be obtained from the Veterans Clerk in the Registrar's Office in the Administration Building. Federal Veterans Administration and State Department of Veterans Affairs offices also have information. Forms for application are available from the Western Veterans Office.

Loan Fund Sources

The Emergency Loan Program was established to help Western Oregon State College students with short-term emergency financial needs. Funds for this program were donated to the institution. Borrowers are expected to repay their loans promptly so that the funds can be made available to other students.

Many individual loan programs are included in the emergency and short-term loan program:

The Ackerman Memorial Loan Fund. Honors the late J.H. Ackerman, president of the college from 1911 to 1921.

Alice M. Knuth Loan Fund. A student emergency loan fund established for music majors by Alice M. Knuth, professor emeritus of music.

Alpha Delta Kappa, Epsilon Chapter Loan Fund. A memorial contribution of Inamae Taylor Politte, an alumna of Western.

Elizabeth Binney Foundation Loan Fund. A memorial to Mrs. Edwin Binney Jr., a friend of Western.

Bruce Bradshaw Memorial Loan Fund. A memorial to Bruce E. Bradshaw, outstanding athlete and student.

Donna Jean Buck Memorial Loan Fund. A memorial to Donna Jean Buck, outstanding student.

William H. Burton Memorial Loan Fund. Established in memory of this alumnus.

Clifford L. Corley Memorial Loan Fund. Honors the late Clifford L. Corley, former chairman of the Education and Psychology Department, and, at the time of his death, Director of Graduate Programs.

Jane Catherine Dale Memorial Loan Fund. Honors the late Jane Catherine Dale, former chair of the Humanities Department.

Mike Davis Memorial Loan Fund. Memorializes Mike Davis, an outstanding student.

Dillian Loan Fund.

Tonie Neufeldt Endersby Memorial Loan Fund. A memorial to Tonie Neufeldt Endersby, outstanding student.

James Fissel Memorial Loan Fund. Honors the late James Fissel, Spanish professor.

Thomas H. Gentle Memorial Loan Fund. Honors the late Thomas H. Gentle of the faculty, a leader in teacher education.

Emma Henkle Memorial Loan Fund. Memorializes the late associate professor of education.

Charles A. Howard Loan Fund. A bequest of the late Charles A. Howard, president emeritus of Western (1939-47).

J.S. Landers Loan Fund. Honors the late Joseph S. Landers, president of Western from 1921 to 1932.

Oma Belle McBee Memorial Loan Fund. Honors the late Oma Belle McBee, outstanding alumna.

Rachel Phillips Loan Fund. A bequest of the late Mrs. Rachel Phillips of Oregon City.

Carol Pickering Memorial Loan Fund. In memory of Carol Pickering, outstanding physical education student.

Riddell Memorial Loan Fund. A memorial to Elizabeth and William Riddell.

James Samuelson Memorial Loan Fund. Memorial to James Samuelson, outstanding student.

Julia McCulloch Smith Loan Fund. A gift of John E. Smith of Ames, Iowa, in memory of his wife, Julia McCulloch Smith, a Western graduate.

John N. Sparks Loan Fund.

Thelma T. Tethrow Memorial Loan Fund.

Beulah Stebno Thornton Memorial Loan Fund. Sponsored by Beta chapter, Delta Kappa Gamma, women's educational society, in memory of Beulah Stebno Thornton of the faculty.

Western Alumni Association Fund.

Western Women Loan Fund. Established by faculty women, women of the staff and faculty wives.

Moms Club and Dads Club Loan Fund.
OCE-WOSC Veterans Club Loan Fund.

registration and academic policies

R. John Brinegar, Registrar
Nancy France, Director of Academic Records

The academic year at Western has three terms (fall, winter and spring) of 10 to 12 weeks each. The summer session of six weeks is not part of the regular academic year, although credits earned in summer session may count toward degree requirements. Students may enter at the beginning of any term, including summer session.

Registration

Academic year registration for classes is held prior to the beginning of fall, winter and spring terms. Tuition and fee payment is held at the beginning of each term. Students may also begin making changes to their class schedules at this time by using the add/drop process. The official Schedule of Classes contains specific registration information and is available prior to registration.

Summer registration information and a schedule of classes for summer session are contained in the official Summer Bulletin which is published in the spring.

The Office of Disability Services arranges assistance during the registration process for students with disabilities. Those wishing help should contact the office before registration day, indicating the specific needs and desired time of registration.

Concurrent enrollments in courses at two or more State System of Higher Education institutions are authorized. The maximum charge does not exceed the tuition and fees charged at state system institutions. The Registrar's Office has further information.

Requirements for Degrees

ASSOCIATE IN ARTS DEGREE

Completion of the coursework in a prescribed program qualifies a student for an Associate in Arts degree. An advisor will help develop individual programs.

The Associate in Arts is a two-year program for students who haven't chosen an area of specialization. The liberal arts requirements assure the student of a sound general education. Credits earned in the program may be applied to the requirements in a BA/BS degree major program at any point after the program is begun.

A minimum of 93 credit hours and a minimum GPA of 2.0 (C) are required for the degree. At least 24 credit hours of the 93 must be taken on the Western campus. At least 24 credit hours must be completed after approval of the individual program.

BACHELOR'S DEGREE

Students will be graduated according to the requirements of the catalog in force when they enroll after admission unless they choose to graduate under a later catalog. Students should be aware, however, that requirements for licensure of teachers, specialists, and administrators may change, since such requirements are established by the Oregon Teacher Standards and Practices Commission. Transfer students may choose to be graduated under the Western Oregon State College catalog in force at the time they enrolled, after admission, or at the regionally accredited institution from which they transferred to Western. The admission date for a student who transfers from a community college that has no admission policies is the date the student first enrolled at the community college. No catalog is valid for more than a five-year period.

Bachelor of Science. Students who complete the college requirements listed below are granted this degree.

- Credit hours. Minimum of 192 includes: Liberal Arts and Sciences. Minimum of 62 upper division. Elementary Education. Minimum of 62 upper division. Secondary Education. Minimum of 62 upper division, per share.
- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed in residence at Western.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Correspondence study. Maximum of 12 credit hours. Credit earned in correspondence study is not residence credit.
- Credit limitation of 12 hours for each open-ended course set: (406, 407, 408) (409) (199, 399).
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Mathematics, Computer Science, Cultural Diversity and Writing Intensive requirements. Information regarding these degree requirements is outlined in the section on Undergraduate programs.

Bachelor of Arts. This degree requires, in addition to the requirements listed above, proficiency through the second year (usually 24 credit hours) of college work in one of the four languages offered at Western (French, German, Japanese, and Spanish). One year of this requirement may be satisfied by two or more years of the same language in high school. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement. Sign language (e.g. ASL) may not be used to fulfill this requirement.

Second Bachelor's Degree. A student who

wishes to earn a second baccalaureate degree must complete the following requirements:

- Fulfill all requirements for the second degree.
- Earn a minimum of 36 additional undergraduate hours beyond the requirements for the first degree, if the first degree was from Western Oregon State College; if the first degree was from an accredited college other than Western, an additional 45 hours must be earned.
- 75% of the additional hours must be earned at Western.
- All coursework earned toward the second degree must be taken with an A-F grade option.
- Students earning a second Bachelor's degree are not eligible to graduate with honors.
- Graduation with honors does not apply to second degrees.

MASTER'S DEGREE

Requirements and programs are described in the Graduate Study section of this catalog.

FILING OF DEGREE PLAN

Each student must develop a degree plan in consultation with a designated faculty advisor in his or her major discipline, and file this plan with the Registrar's Office. Degree plans must be filed at least three terms prior to graduation; however, in most programs it is recommended that students carry out this process in their sophomore year. Changes in degree plans, once they have been filed, must be approved by the student's faculty advisor.

Application for Degree

Students who intend to receive a degree from Western must apply by filing the proper form, available in the Registrar's Office, at least three terms before the intended date of graduation. Any change of term, name or address must be reported to the Registrar's Office in writing. All college academic and financial obligations must be satisfied before a person may receive a degree.

Commencement

Commencement exercises at Western take place once a year, in June. Students completing degree requirements at the close of any term receive their diplomas in June. Upon request, a statement of degree will be furnished by the Registrar's Office after completion of degree requirements.

All incompletes in courses required for graduation must be completed and the grades filed with the Registrar's Office before the end of the term in which graduation is planned, or graduation will be

delayed. Incompletes received in the final term must be made up and the grades recorded in the Registrar's Office within three weeks after the end of the final term.

Participation. Graduates who wish to participate in the June commencement must notify the Registrar's Office prior to deadlines before the commencement date. Check with the Registrar's Office for further information.

Graduation with Honors. The faculty at Western recognizes scholarship by conferring the distinction on undergraduate students who have earned a cumulative grade point average of 3.5 or better. These students must have been in regular attendance at the college, completing at least 45 credit hours on campus on a differentiated basis. The GPA for honors purposes is determined at the end of winter term before commencement. Distinctions of Cum, Magna and Summa Cum Laude are conferred.

Class Standing

Freshman: 44 or fewer credit hours.

Sophomore: 45-89 credit hours.

Junior: 90-134 credit hours.

Senior: 135 or more credit hours.

Post-Baccalaureate: holds a baccalaureate degree from an accredited institution and is working toward basic certification or an additional baccalaureate degree.

Graduate: holds a baccalaureate degree from an accredited institution and is working toward a master's degree or standard certification.

Course Numbering System

100-299: lower-division (freshman and sophomore) level.

300-499: upper-division (junior and senior) level.

500-599: graduate courses with undergraduate equivalents.

500M-599M: courses available only to graduate students.

700: in-service courses.

Certain numbers, except in Arts, are reserved for courses that may be taken through successive terms under the same course number. Credit is granted according to the amount of acceptable work completed. These numbers are:

503: Thesis (reading or research reported in writing).

406, 506: Special Individual Studies.

407, 507: Seminar.

408, 508: Workshop.

409, 509: Practicum.

Enrollment. Ordinarily, a student may enroll in a course numbered one year beyond the class standing provided the prerequisite is met. For example, a sophomore (second year) may enroll in a 300 course under such conditions. Enrollment in a course numbered two years beyond a student's class standing is permissible only if prerequisites

Entering western

are met and the course instructor approves.

Courses Numbered 400/500. Some courses are labeled 400/500 and may be taken for either undergraduate or graduate credit. Students may not take both courses of a 400/500 dual listing unless the subject matter is substantially different in the two courses. Students desiring to take both courses of a 400/500 dual listing should contact their academic advisor.

Courses Numbered 500M. Enrollment in courses numbered 500M is not open to undergraduates. Seniors who are within 12 credits of completing bachelor's degree requirements may petition for permission to enroll for graduate credit in courses numbered 500M for reservation in a graduate program. Petitions are available in the Registrar's Office.

Grades

The quality of student work is measured by a system of grade and points, as follows:

Grades. The grading system consists of passing marks: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and P (pass); failure, F; course dropped and/or withdrawal from school, W; incomplete, I; no-credit, NC; audit, AU; and no basis for grade, X.

Grade-Points. Grade-points are counted on the basis of 4 points for each credit hour of A, 3.7 points for each credit hour of A-, 3.3 points for each credit hour of B+, 3 points for each credit hour of B, 2.7 points for each credit hour of B-, 2.3 points for each credit hour of C+, 2 points for each credit hour of C, 1.7 points for each credit hour of C-, 1.30 points for each credit hour of D+, 1 point for each credit hour of D, .7 points for each credit hour of D-, and 0 points for each credit hour of F. Marks of I, P, N, W, X, and AU are disregarded in the computation of points.

The grade-point average (GPA) is the quotient of total points divided by the total credit hours in which grades A through F are received. A minimum grade-point average of 2.00 (or C) is required for graduation.

Repeated Course Work. Students may repeat a course. Only the most recent grade will be computed in the GPA. The student must request adjustment of grade-point averages on a form available in the Registrar's Office. Courses taken on an audit or pass-no credit basis may not be repeated.

Pass-No Credit Grading Option. An undergraduate student may choose to take elective courses on a pass-no credit basis. Electives are courses other than those used

to fulfill the Liberal Arts Core Curriculum requirements and the declared major or minor requirements.

The instructor is responsible for describing the level of competency necessary for passing the course. When the option is used in a course also offered for letter grades (A, B, C, D, F), the passing level is equivalent to a grade of D or better unless otherwise designated.

Students taking a course on a pass-no credit basis must declare their intent during the registration process. The student then must continue and complete the course under the grading option chosen.

Hours Earned Toward Graduation. Hours earned are those for which a student receives grades of A, B, C, D or P. To graduate, a student must earn a minimum of 192 hours of credit.

When coursework acceptable to Western is repeated, the most recent grade is used in computing the cumulative grade-point average, regardless of earlier grades.

Honor Roll. An undergraduate student is eligible for the honor roll in any term, excluding summer session, in which at least 12 graded hours (A, B, C, D) taken on campus are completed with a grade-point average of at least 3.50. A grade of F precludes honor roll eligibility during the term in which it is received. Credits earned elsewhere in the same term and credits graded P are not accepted in computing the term GPA for honor roll purposes.

Undergraduate Grading Standards

The following descriptions convey the intent of letter grades used for the evaluation of undergraduate student performance at Western. Performance is understood to incorporate both extent of personal involvement and achievement of competence in theoretical, technical and/or aesthetic dimensions of coursework, depending on the nature of course goals and expectations. Grades are meant to reflect how student work stands with respect to the level of performance of college students in such a course, as distinct from members of society at large.

A - Excellent (college level) performance

A grade of 'A' represents a judgment that excellent ability has been meaningfully employed in all relevant respects and that a very high level of involvement and competence has been demonstrated for the level of the course.

B - Above average (college level) performance

A grade of 'B' represents a judgment that a high level of involvement and competence has been demonstrated in relevant dimensions of evaluation and



that a degree of understanding of the subject matter has been exhibited that is greater than average for college students at this course level.

C - Average (college level) performance

A grade of 'C' represents a judgment that an average level of involvement and competence has been demonstrated in relevant dimensions of evaluation. Assignment of the grade means that all work is satisfactory but does not stand out with distinction in relation to that of other students at this course level.

D - Below average (college level) performance

A grade of 'D' represents a judgment that a level of involvement and/or competence has been demonstrated that falls below that expected of college students on the average at this course level, yet not so far that it fails to qualify for the award of college level credit. Assignment of the grade indicates that student work has serious weaknesses.

F - Unacceptable (college level) performance

A grade of 'F' represents a judgment that an unacceptable level of overall involvement and/or competence for college coursework at this level has been demonstrated. Assignment of the grade means that student work does not qualify for the award of college level credit.

I - Incomplete

A mark of 'I' may be assigned when the quality of work is satisfactory but an essential requirement of the course has not been completed for reasons acceptable to the instructor. To change an incomplete to a letter grade the student must complete the work within the 12 months following the award of the 'I'. Special extension may be granted by petition, if approved by the instructor and the Academic Requirements Committee, but for a period no longer than an additional 12 months. Beyond the maximum 24-month period the incomplete becomes permanent.

X - No basis for grade

A mark of "X" will be assigned when the student has failed to appear for the course. If a student does appear one or more times, he/she must officially drop the course and a grade of X cannot be assigned.

Withdrawal

Two types of withdrawal exist. Students may:

1. Withdraw from a course, or
2. Withdraw from college.

WITHDRAWAL FROM A COURSE

- a. By completing the proper add-drop form, signed by the instructor, and by filing this form with the Registrar's Office before the end of the fifth week of the term, the student may withdraw from any course without responsibility for a grade and no entry will be made on the student's permanent scholastic record.
- b. Students withdrawing from a course after the end of the fifth week of classes through Monday of the last week of classes must file an add-drop form, complete with instructor's signature, with the Registrar's Office. On the final grade register, the instructor will grant a "W" only if the student is doing passing work at the time of withdrawal. Otherwise, a grade of "F" will be recorded. This mark becomes part of the student's permanent scholastic record.
- c. After Monday of the last week of classes the student may not withdraw from a class.
- d. A student who discontinues attendance without official withdrawal will receive an "F" for the course.

WITHDRAWAL FROM COLLEGE

- a. The student must complete an application for withdrawal from school, obtain the necessary signatures, and return the form to the Registrar's Office. The deadlines indicated in "a" and "b" above will apply.
- b. A student who discontinues classwork after Monday of the last week of classes will be held responsible for grades in all courses.
- c. In situations of emergency (accident, prolonged illness, etc.), a student may be permitted by the Registrar to withdraw without penalty from the college at any time. Written verification may be required.

Scholarship Requirements

The faculty-student Academic Requirements Committee (ARC) reviews scholarship requirements. A student is doing satisfactory work when a GPA of 2.0 or better is maintained and substantial progress is made toward completion of graduation requirements.

Probation. A student failing to do satisfactory work in any term of the academic year is placed on academic probation. If the GPA the following term (excluding summer

term) and the cumulative GPA (for all college work) are 2.0 or better, the student is removed from probation.

Suspension. A probationary student whose GPA for any term of the academic year is below 2.0 will be suspended and will not be permitted to register again without the consent of the ARC, or its designee. The procedure for applying for readmission begins in the Registrar's Office.

College-Level Examination Program (CLEP)

The program allows students to demonstrate knowledge and proficiency in academic areas such as: American government, American history, biology, chemistry, general psychology, geology, calculus with analytic geometry, introductory macroeconomics, introductory sociology, statistics, trigonometry, history of world civilization, English composition, social science, French, Spanish and German.

Successful completion of a CLEP examination results in credit toward degree requirements. A fee of \$53 per DCE examination is charged. The Division of Continuing Education and Summer Programs administers the exams and has further information.

Challenging A Course

When a student enrolled on a full-time basis presents evidence that his or her background provides proficiency in an academic course offered by Western, the course may be challenged one time only by an appropriate examination. The student must interview with the appropriate division chair, or his/her designated representative, and provide convincing evidence of proficiency. If the interview proves favorable, the student should complete the appropriate form requesting the examination and have it signed by the division chair. An appropriate examination as determined by the department must be successfully completed ("B" or better if prescribed by the department). Undergraduates are limited to a maximum of 48 hours of elective credit toward degree requirements; graduate students to a maximum of 15 credit hours toward basic licensure programs only. Credit by examination is not applicable to a master's degree or advanced (standard) licensure programs. Credit hours earned through the challenge process may not be included as a part of the residence requirement. All such credit is ungraded (pass/no credit). A fee of \$25 per examination (subject to change without notice) is charged. The Registrar's Office has forms and further information.

Student Records Policy

ACCESS TO STUDENT RECORDS

Western will endeavor to maintain only those records necessary to its educational purpose. With certain exceptions the records relating to a student are available for review by that student. The student has the right to obtain copies of non-accepted records at the student's expense. Additionally, the student may challenge the content of any record pertaining to him or her and is entitled to a hearing, if desired, to assess the validity of the challenge.

PUBLIC NOTICE DESIGNATING DIRECTORY INFORMATION

Western Oregon State College hereby designates the following student information items as public or "Directory Information."

Such information may be disclosed by the institution for any purpose, at its discretion.

Directory information includes: student's full name; dates of enrollment; local and permanent address(es) and telephone number(s); date and place of birth; parent(s)-guardian(s) name, address(es) and telephone number(s); participation in officially recognized activities and sports; weight and height of members of athletic teams; class level; program of study; numbers of credit hours earned (not grades); degrees and awards received; the most recent educational institution attended; job title(s) and dates of employment for student employees who have been or are paid from college administered funds.

Western will not provide a special service of releasing lists of the names of its students to individuals, organizations or commercial enterprises who wish to acquire such lists as a resource to support their personal or profit-making ventures. Such lists (or mailing labels produced from such lists) are available only to those who have a legitimate educational interest, such as: faculty, administrative offices of the college, and offices allied to the college and which support the educational objectives of the college.

Currently enrolled students may withhold disclosure of any item of information under the Family Educational Rights and Privacy Act of 1975. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the end of the second week of classes, during the term of the academic year in which the student first enrolls. This restriction will be in force for the remainder of that academic year. Forms requesting the withholding of "Directory Information" are available in the Office of the Registrar.

Western Oregon State College assumes that failure on the part of any student to specifically request the withholding of items of "Directory Information" indicates individual approval of disclosure.

OREGON STATE SYSTEM OF HIGHER EDUCATION

SOCIAL SECURITY NUMBER DISCLOSURE AND CONSENT STATEMENT

You are requested to provide voluntarily your Social Security Number to assist OSSHE (and organizations conducting studies for or on behalf of OSSHE) in developing, validating, or administering predictive tests and assessments; administering student aid programs; improving instruction; internal identification of students; collection of student debts; or comparing student educational experiences with subsequent workforce experiences. OSSHE will disclose your Social Security Number only in a manner that does not permit personal identification of you by individuals other than representatives of OSSHE (or the organization conducting the study for OSSHE) and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your Social Security Number, you are consenting to the uses identified above. This request is made pursuant to ORS 351.070 and 351.085. Provision of your Social Security Number and consent to its use is not required and if you choose not to do so you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your Social Security Number at any time by writing to the Director of Academic Records.

Veterans Administration Standards

To remain in good standing for Veterans Administration educational benefits at Western, veterans must make satisfactory progress toward their educational objective (normally a bachelor's or master's degree). "Satisfactory progress" means that each term the veteran must pass the minimum credit hours required for the pay rate at which the veteran is certified, as shown on this table (for summer term information contact the Veterans' Office):

Certification Status	Under-graduates		Graduates	
	Fall	Winter Spring	Fall	Winter Spring
Full-time	12+		9+	
Three-fourths	9-11		7-8	
One-half	6-8		5-6	
Less than one-half, more than one-fourth	3-5		3-4	
One-fourth	3		3	

Veterans who drop below their minimum required hours after the fourth week will have their change in status reported to the VA within 30 days.

Veterans not meeting the "satisfactory progress" requirements of the VA will be notified that they will be placed on probationary status, not to exceed one term, relating to the receipt of VA educational benefits.

No veteran student will have made "satisfactory progress" after withdrawal from all courses undertaken (unless there are extenuating circumstances) when enrolled in two or more courses or six credits.

Summary: Persons collecting VA benefits are responsible for insuring that the courses they take will be applicable toward graduation in their specific program. Non-applicable courses can result in a demand by the Veterans Administration for repayment of benefits.

division of continuing education and summer programs

Dori Gibbs, Director

Western's Division of Continuing Education and Summer Programs extends the mission of the college by offering a variety of courses, workshops, seminars, and conferences throughout the year, both on and off campus. The activities represent a wide range of disciplines including academic areas not normally offered on campus; some are offered for credit, some are non-credit.

Several opportunities for distance learning are available within the division. They include Instant Replay, Home Run, computer conferencing, teleconferences, and EdNet. In addition, courses can be tailored to suit the needs of groups or organizations. Free brochures are available upon request.

The Division also operates the College Park Conference Center, a complete conference facility located on campus.

Brochures and bulletins are printed on a regular basis. To be put on a mailing list or for further information, contact; Director, Division of Continuing Education and Summer Programs, Western Oregon State College, Terry House, Monmouth, OR 97361, (503) 838-8483, toll free 1 (800) 451-5767, FAX (503) 838-8473, or Email cesum@fsb.wosc.osshe.edu.

Continuing Education

The division provides the opportunity to work toward degree completion, improved job skills, or personal enrichment. Continuing Education sponsors professional institutes, conferences, staff development workshops, and special study/travel programs, and each summer hosts the Elderhostel program.

Instant Replay is a program that provides students in rural locations the opportunity to take courses for college credit via video tape at more than 45 viewing sites located throughout the state. Flyers with full information on this program are available from the Division of Continuing Education and Summer Programs on the Monmouth campus.

The Home Run option makes Instant Replay courses available for viewing at home.

Summer Programs

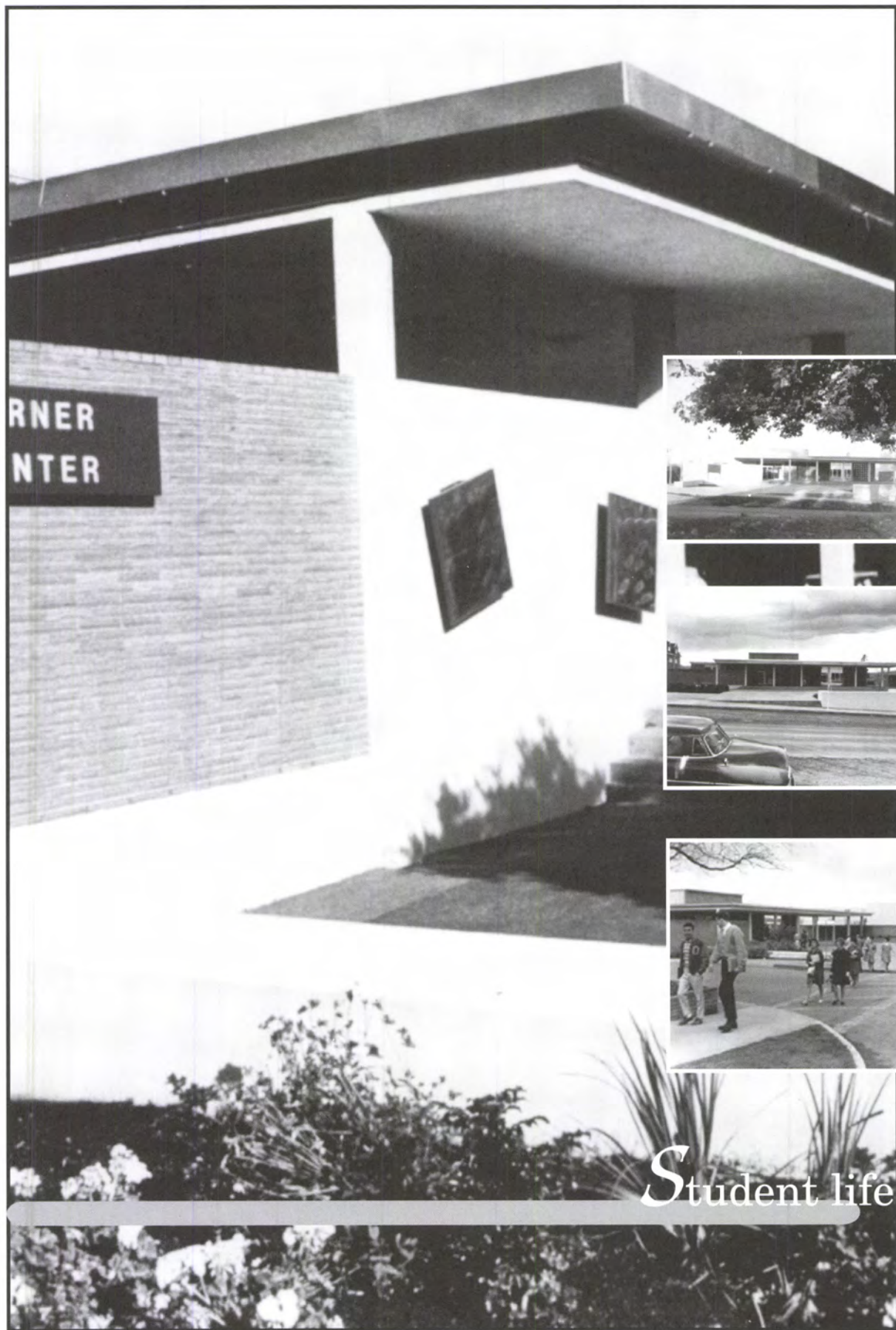
Western conducts a six-week summer session beginning one week following the end of spring term and lasting through late July. Workshops and short courses on campus and in field locations also are scheduled during the summer.

Admission to the six-week session is granted to persons with the maturity and academic background to do college work. However, students must be fully admitted if they wish to obtain a degree, receive a recommendation for licensure, continue as a student during the fall, winter, or spring terms, or receive financial aid from Western.

The summer session bulletin is published in the spring. It contains information about class schedules, registration, tuition and fees, room and board, and summer activities. For a copy or for further information, contact; Director, Summer Programs, Western Oregon State College, Terry House, Monmouth, OR 97361, (503) 838-8483, toll free 1 (800) 451-5767, FAX (503) 838-8473, or Email cesum@fsb.wosc.osshe.edu.

Persons age 65 and over may attend summer session classes for no credit free of charge as space is available.





Student life

student life

Michael R. Cihak

Dean of Students & Enrollment Management

Denise Galey

Director of the Werner College Center & Student Leadership and Activities

Katherine Harper

Director of Career Services

Leo Rasca-Hildago

Director of College Enrichment Program

Martha Smith

Director of Office of Disability Services

Tina Fuchs

Director of Residence Life

Roseann Kendall

Director of Student Health Services

Ron Glaus

Director of Counseling Center

David Martinez

Coordinator of Multicultural Student Services and Programs

WERNER COLLEGE CENTER

The Werner College Center serves as the "gathering place" for the campus and provides a variety of services and programs to meet the needs of the campus community. Located in the two-story facility are comfortable lounges; an art gallery; Levi's, that serves as the main restaurant; the Cubby Hole, a "grab & go" food outlet; and Caffè Allegro, serving espresso, deli and desserts; meeting rooms; administrative offices; recreation space including billiard tables and video games; and the Western Bookstore. Student government offices also are located in the building as well as Campus Recreation, student activities programming, a student computer lounge and student services offices. The *Western Star*, the official student newspaper of Western Oregon State College, and other student media are located on the first floor of the facility. The Werner College Center serves as an information center, providing the campus with details about current College activities and special events.

STUDENT LEADERSHIP & ACTIVITIES

The Student Leadership & Activities Office functions to enhance and complement Western's academic mission. The staff assists students in assessing their developmental progress through their college careers. Programs offered by Student Leadership & Activities expose students to opportunities for more experiences and participation that aids each student's continuing personal growth.

Western's Student Leadership & Activities program provides services to students in the following major areas: leadership development, campus recreation, non-traditional

student services, advisement of Associated Students and clubs, registration of events process, special awards programs and major campus programs. The activities provided to students at Western enhance social, recreational, and cultural development by fostering participation in the social, intellectual, and aesthetic life of the campus.

Leadership Development

Leadership development at Western provides both formal and informal opportunities for students to develop and refine leadership skills. Students have the chance to attend programs and workshops, as well as get involved in more extensive and directed participation in leadership development experiences. In the past, students have enjoyed individual, small and large group exposure to skill development opportunities. Leadership experiences gained from participation in self-governing organizations and programs also encourage the development of civic responsibility.

Campus Recreation

The Campus Recreation Program offers a variety of recreational pursuits to the College community. Campus facilities (swimming pool, gym & racquetball courts, weight room, and indoor tennis courts) are available for use many hours during the week. During Finals Week, some of the facilities are open until 2:00 a.m. to provide students with a study break. Many outdoor facilities also are available. The Campus Recreation Program employs a number of students as building supervisors or sports officials.

Intramural participation at Western is very popular and offers a wide variety of opportunities. More than 70 different sports activities are offered for men/women or co-ed teams. Sports range from major team sports (flag football, basketball, volleyball, softball) to individual and dual activities such as golf, chess, and Frisbee golf.

Western has a number of sport clubs that provide competition, instruction, and opportunities to participate. Judo, men's and women's soccer, and kendo are examples.

Involvement in campus recreation programs is encouraged at Western with many students taking advantage of the variety of programs. It's a great way to play without the pressures of being involved in a competitive sport.

Associated Students

Student Government. The Associated Students of Western Oregon State College (ASWOSC) is the official governing body of the students. All Western students are members of ASWOSC by virtue of having paid tuition and fees. Western students have a major role in decision-making at the college. Western's student government is a three-branched government that includes a policy-making legislative branch, a policy-implementing executive branch and a judicial branch that serves as a referee and elections administrator. For more information on how to get involved in student government, contact the ASWOSC office at 503-838-8295.

Executive Branch. The Executive Branch carries out student government policy, as directed by the ASWOSC Senate. There are six agencies within the Executive Branch: Financial Department, Programming Board, Department of Communications, Department of Intergovernmental Relations, Book Exchange and the Executive Office for the President.

The *Financial Department* is responsible for ASWOSC's fiscal activities and budgeting. The Financial Administrator is appointed by the ASWOSC President and confirmed by the ASWOSC Senate. Members of the Financial Department are selected by the administrator.

The *Programming Board* is the group responsible for the planning and coordination of campus social activities. The board comprises representatives from subcommittees including Homecoming, Outdoor, Comedy, Concerts, Family Programming, Awareness, as well as members representing non-traditional students, clubs, and organizations. The Programming Board oversees campus activities such as dances, movies, concerts, and lectures. Members of the Programming Board are appointed, and membership on subcommittees is open to all students.

The *Department of Communications*, comprised of a director, a media relations assistant, and a graphic artist, is charged with maintaining good communication between student government and the students. Through use of flyers, news releases and other publicity venues, the department helps students publicize events and activities for student government, clubs, and educational activity groups.

The *Department of Intergovernmental Relations* is responsible for the coordination of clubs, educational activity groups and organizations. The department is also the liaison between campus and community governmental organizations such as Student Senate, Faculty Senate, the Residence Hall Association and the Monmouth City Council.

The *Book Exchange* is an event at the beginning of every term where students can sell their books to other students. Students receive more money for the books they sell and pay less for books they buy than if they went to traditional bookstores. The Book Exchange also sponsors vendors in the Werner College Center. The Book Exchange is composed of a director, appointed by the ASWOSC President and approved by the Senate, and an assistant selected by the director with the approval of the President.

The *Executive Office of the President* comprises assistants, aides and faculty advisors who help the ASWOSC President carry out the duties of the office.

Legislative Branch. The ASWOSC Senate is the main component of the Legislative Branch as well as being the most important policy-making group in student government. The Senate has 28 elected members and one non-voting Senate Chair. The primary responsibility of the Senate is to represent and protect the students and their interests. Through legislation, resolution, and committee action, the Legislative Branch sets the course of ASWOSC action. The Incidental Fee Committee (IFC) comprises nine students. The student government committee recommends how approximately \$1 million in student fees is allocated. The IFC funds all or part of the following areas: ASWOSC, athletics, childcare, interpreting, student media, student leadership and activities and the Werner College Center.

Judicial Branch. The Judicial Branch is composed of the Judicial Administrator, who is elected by all students, and four appointed board members. The primary function of the Judicial Board is the interpretation of student government policies, including the ASWOSC Constitution. The Judicial Board is also responsible for conducting elections of ASWOSC officers.

Oregon Student Lobby. ASWOSC belongs to the Oregon Student Lobby (OSL), which has members from each of the Oregon state colleges and universities. The lobby maintains a paid professional staff in Salem and represents students' views to the state legislature and Oregon State Board of Higher Education.

Student Media

The *Western Star* is the official student newspaper and is distributed each Friday. *Northwest Passage* is the campus literary art magazine published periodically throughout the year. *WSTV* provides the campus with a variety of information and entertainment television programming. All media positions are open to students.

Entertainment and the Arts

Throughout the year, Western offers a wide variety of on-campus entertainment and arts events presented by student and professional groups.

The Art Department's Campbell Hall Gallery provides art exhibits by professional artists of the Northwest, in addition to student exhibits. Student exhibits also appear in three other campus galleries.

Music organizations are active in performance and concert throughout the year. They include symphonic band, pep band, jazz orchestra, concert choir, chamber singers and jazz choir.

The Western Theatre stages plays from Shakespeare to Sam Shepard, including a musical every other winter term and every summer in conjunction with the Music Department. Student-directed and children's plays also are presented.

The WOSC Dance Theatre performs on the main stage each spring. Members are also involved in theatrical productions.

While campus groups give students a chance to perform and provide a regular source of entertainment, the Edgar H. Smith Fine Arts Series brings top names from the professional arts and entertainment world to campus. In recent years, the series has sponsored performances by such diverse talents as Winton Marsalis, the Paul Taylor Dance Company, the American Indian Dance Theater, the Eugene Symphony, Les Ballets Africains, and the San Francisco Western Opera Touring Company.

Intercollegiate Athletics

Western Oregon State College is committed to providing an intercollegiate athletic program that is an integral part of the students total educational experience. Western is dedicated to the concept of the true student-athlete in which the individual excels academically as well as athletically.

Western Oregon is a member of the NAIA and the NCAA. The college offers 12 intercollegiate sports, six for women and six for men. Western is a member of the Cascade Collegiate Conference.

Athletic programs offered for men include football, cross country, basketball, indoor track, baseball and outdoor track. The football program has an impressive history of success including NAIA national playoff appearances in 1975, 1978, and 1985. Men's cross country is very competitive against Cascade Conference schools and other small colleges in the region. Men's basketball has experienced outstanding success during the last two decades making NAIA national appearances in 1981 and 1982 and have been consistent challengers for the conference championships in the 90's. Baseball is reemerging as one of the powers in the Pacific Northwest consistently qualifying for

district and conference tournaments. Men's track and field, both indoor and outdoor, is one of the dominant programs in the region. Western athletes consistently qualify for the NAIA national meets and prove to be very competitive in those meets.

Women's athletic programs include volleyball, cross country, basketball, indoor track, softball, and outdoor track and field. The volleyball team is among the strongest in the nation in the NAIA. The team has three times finished as the national runner up, appeared in five national tournaments and is traditionally the dominant team in the conference. Women's cross country is very competitive against Cascade Conference schools and other small colleges in the region. The women's basketball team is recognized as one of the most powerful in the NAIA. The team has qualified for post season play in seventeen consecutive years, making national tournament appearances in 1979, 1980, 1986, 1991, 1992, 1993, national runner up in 1994 and winning the NAIA Division II national championship in 1995. Softball is reemerging as a competitive program in the conference and the Pacific Northwest Region of NAIA. Women's track and field, both indoor and outdoor, is very competitive within the region. Western athletes consistently qualify for the NAIA national meets and prove to be very competitive in those meets.

Western Oregon has outstanding athletic facilities for all of our sports. They include two gymnasiums, an outstanding baseball and softball complex, a state-of-the-art football field and stadium that houses a 4,000 square foot weight room and indoor training facility, two indoor tennis courts, indoor training and batting areas for softball and baseball, a synthetic surface track, field event throwing areas, and a soccer field.

Western is proud of its athletic tradition and is very optimistic about the future.

awards

As an incentive to exceptional achievement in scholarship and activities, several honors and awards have been made available to students.

Julia McCulloch Smith Award is given at commencement to the outstanding graduating senior woman.

Delmer Dewey Award is given at commencement to the outstanding graduating senior man.

Phi Delta Kappa, national men's honorary education fraternity, presents an award each year to the outstanding senior man in education.

Leadership Recognition Night is held each spring to honor students' outstanding leadership endeavors and contributions.

phi kappa phi

The Honor Society of Phi Kappa Phi is a national society devoted to the promotion, recognition and support of outstanding scholarship and learning. Undergraduate and graduate students who have demonstrated superior scholarly and artistic accomplishment are invited to membership. Each year about ten percent of the senior class, five percent of the junior class and selected faculty are eligible and invited.

The Western chapter was founded in 1981. Since 1987 the chapter has annually sponsored Student Academic Excellence Week, which recognizes students and their scholarly and artistic accomplishments, and has helped to underwrite the Faculty Honors Award, which recognizes outstanding faculty research or artistic work.

student resources

Career Services

Career Services coordinates expertise, programming, information and activities designed to guide students in their career development. As a process, career development which requires personal involvement and responsibility throughout the college experience, includes:

- understanding the link between self-knowledge and potential career paths
- exploring and evaluating experiential learning opportunities toward clarifying career goals
- learning and refining job search skills
- planning and effectively utilizing job search strategies for successful career-enabling employment

Students are encouraged to take advantage

of the following services provided to support their career development efforts throughout their entire college experience:

- **Career Advising:** Qualified personnel to help in decision-making and planning. Aids for self-assessment of skills, interests, and values.

- **Career Programming:** Scheduled events throughout the year designed to raise the awareness and knowledge of career-related issues and occupational opportunities.

- **Job Search Skills Development:** Quarterly workshops on job search topics, mock interview opportunities and a convenient resume critique service.

- **Career Exploration Opportunities:** Centralized location for Job Shadow, Career Consultant and Internship and summer jobs resources and opportunities.

- **Career Library:** Books, periodicals, directories and other references on career development topics; occupations; job search topics; employer information; and full-time, summer and internship job announcements.

- **Annual Job Fair:** Opportunity to learn of full-time, summer and internship career opportunities and interview with employers at the annual OLAPC Jobs Fair (Oregon Liberal Arts Placement Consortium, of which Western Oregon State College is a member) held each April in Portland.

- **Employer Recruiting:** Centralized location for career-related full-time, part-time, summer and internship openings. Interview opportunities with campus recruiters.

- **Teacher Credential File Service:** Provided for education students and alumni on a user-fee basis.

College Enrichment Program

The College Enrichment Program is a Student Support Services Program sponsored by the U.S. Department of Education. Those eligible for services include:

- First-generation students (neither of the student's parents graduated from a four-year college).
- Students requiring 90-100% Financial Aid Assistance.
- Students with a physical or learning disability

The program's aim is to provide participating students with the support they need to be successful in college. Goals of the program are to strengthen students' study skills and help them succeed academically.

Program services include academic counseling, academic skills classes, basic skills assistance (such as a pre-college level Algebra class), academic progress monitoring, and cultural enrichment activities.

Office of Disability Services

The Office of Disability Services facilitates needed and appropriate accommodations on campus for students with disabilities.

Services provided by the office help ensure that students with disabilities are able to participate fully in all of Western's programs and activities. The needs of each student with a disability are assessed on an individual basis so that each receives the most appropriate assistance.*

The following list of services provided by the Office of Disability Services are the most commonly requested. The office and services provided create a supportive environment by which students with disabilities can enhance their learning and personal growth. Additional resources are continually being developed.

- **Accessibility Assistance:** Wheelchair accessibility to buildings and campus grounds, communication equipment (FM systems, audio-looped rooms, amplifiers, TDDs, decoders, amplified phones), V-Tek, Braille, Scanner, voice output computer access and other technical equipment.

- **Accessibility Aides:** Notetakers, readers, transcribers, classroom assistants.

- **Advisement:** Academic, career, personal/social.

- **Advocacy:** For appropriate accommodations (alternative testing situations and modes, preferred accessibility aide, options for meeting academic requirements).

- **Communication Aides:** Sign language interpreters who use student's preferred signed communication mode (ASL, PSE, MCE), and oral interpreters are provided upon request for classes, social activities, meetings with faculty and staff.

- **Empowerment:** Through support groups, workshops and interaction with the



office staff, students learn of their rights and how to obtain services they need.

- **Leisure and Social Activities:** Accessibility assistance and aids are provided to encourage and support the students full participation in all parts of campus life.
- **On Campus Housing:** Accessible to students using wheelchairs or other assistive mobility aides.
- **Orientation:** To the campus and services provided by the Office of Disability Services as well as general college services available.
- **Referral:** To other programs on and off campus.
- **Resource Information:** Current magazines, journals, newsletters, and catalogs in the area of deafness and disability related issues are on display in the Office of Disability Services area.

*As envisioned by the Federal Government when it adopted Section 504 (Rehabilitation Act), if students are clients of Vocational Rehabilitation, Western expects Vocational Rehabilitation agencies to pay for support services for their clients. Western will be happy to work with Vocational Rehabilitation counselors to make arrangements for services and billings. Please contact the Office of Disability Services for more information.

Multicultural Student Services and Programs

The Office of Multicultural Student Services and Programs, in collaboration with the campus community, strives to create an environment that is supportive, educational, and which celebrates the unique backgrounds and experiences among Western Oregon students. Services include:

- Assisting prospective students and their families with the admissions and college process.
- Providing counseling and support.
- General academic and career advisement.
- Scholarship and financial aid assistance.
- Connecting students to resources on campus.
- Advising the Multicultural Student Union.
- Coordinating the Underrepresented Minorities Achievement Scholarship Program.

International Education and Services

Western enrolls more than 100 international students from countries around the world. The International Student Advisor and staff of the Office of International Education and Services is available to assist international students and their dependents by providing counseling in immigration policies and procedures, academic matters, personal and

financial problems, housing, and other issues that international students may encounter. A new International Student Orientation is held each term and is designed to assist students to adjust to life in Monmouth and at Western, as well as to meet other students.

The International Student Organization holds regular meetings and organizes educational and cultural activities throughout the year. During spring term, the group organizes and conducts the annual International Night on campus. This festival provides an opportunity for international students to share food, artifacts, and demonstrations of traditional dance and music from their home countries with the Western community. The international students are a vital part of this small college town, where students enjoy college life in a safe environment.

Residence Life

The Residence Life Program is designed to maximize the personal growth and development of students within a collegiate living environment, foster academic success and co-curricular activity and engage students in meaningful opportunities for self-exploration. The residence hall peer group provides a rich and diverse framework within which students may affirm values, learn from different perspectives, assume responsibility for actions and participate in building a community of learners.

To this end, the Residence Life Program provides experiences where students may practice good decision-making, assume leadership roles, and set and achieve reasonable goals. Support and assistance in identifying resources for residents is available and the staff purposefully involves students in planning and implementing programs and in managing the physical environment to the benefit of all residents.

Residence hall students are expected to assume personal responsibility for understanding college policies and for contributing to the community in a positive manner. Residence hall staff members facilitate this responsibility and intervene where policies or standards are not upheld.

Opportunities for involvement include working with the Residence Hall Association or Judicial Board, living on a special interest floor, planning programs for residents, working with faculty members, serving on institutional committees and boards, participating on hall intramural teams and, in general, taking part in activities to create a dynamic living environment.



the student health services and counseling center

Student Health Services

Western Oregon State College medical services are available at the Student Health Center on Church St. behind Todd Hall. The clinic is open Monday through Friday during the day, including the noon hour. Because students who are registered for 9 credit hours or more pay a student health fee each term, there is not a routine office visit charge. Students who are registered for fewer than 9 credits may elect to pay the Student Health Fee, which makes them eligible to receive services at the Health Center. Patients see specially trained nurses for most routine complaints on a walk-in basis. Nurses refer students with more complex health care problems. These students are given an appointment to see the part-time family practice physician. Additional charges will be assessed for medications, laboratory testing, medical supplies, sports physicals, and women's health care annual exams. The Health Center offers a full range of clinical services. They include:

- Treatment of acute injury or illness and management of chronic illness
- Women's health care: breast exam, Pap smears, contraceptive counseling, pregnancy testing and counseling
- Sexually transmissible disease treatment and counseling
- Confidential HIV testing
- Allergy injections
- Immunizations
- Health Education: smoking cessation, weight management, stress reduction, and fitness counseling

A Western Oregon State College health history form must be completed by each student, showing current immunization dates. In fall of 1992, the Oregon State Legislature passed a regulation requiring students at four-year institutions to have had a total of two measles immunizations after the age of 12 months. Registration will be withheld for the second term of classes until the requirement is met. The regulation does not apply to those born prior to January 1, 1957.

Student health insurance is available to students at special rates and can be purchased at the Business Office during registration for one to three terms of coverage or for a 12-month period. This plan covers injury, hospitalization, and acute illness that occur during the hours when the Student Health Center is not open. The Health Center staff recommends that students who do not have insurance coverage take advantage of this offer.

Counseling Center

The Counseling Center provides confidential counseling for Western students. Issues encountered during the college years include difficulty with interpersonal relationships, dealing with depression, eating disorders, and crisis resolution such as, addressing a death, personal loss, or divorce. Individual counseling, support groups, and workshops are offered on these topics. Counseling is designed to assist students in changing behavior that they find maladaptive or uncomfortable by helping them see new possibilities for action, learn new behaviors, and act in a different, more satisfying way. In this way, counseling assists students in dealing with their individual problems so that they might focus their energy on a successful and rewarding academic experience.

Consultation and referral sources are provided with medical, psychiatric, and other treatment professionals in the Willamette Valley.

student conduct program

CODE OF STUDENT RESPONSIBILITY

The Code of Student Responsibility specifies the rights and responsibilities of students as members of the campus community. The College adheres to the policy that each student is responsible for his or her own conduct and expects each student to abide by all local, state, and federal laws as well as college regulations. Copies of the code are available in the Dean of Students' Office in the Werner College Center. Students are expected to read and become familiar with the Code.

auxiliary services

Darryl Zehner
Director of Auxiliary Services

Charles Chance
Manager of Western Bookstore

Allen Gidley
Director of Housing

Karen Nelles
Director of Dining Services

The Western Store

The Western Bookstore is located on the upper level in the Werner College Center and is open Monday through Thursday from 7:45 a.m. to 5:00 p.m. and Fridays until 4:30 p.m. Students can find textbooks and supplies for classes as well as interesting books and valuable study aids. Everything from college sweatshirts to calculators can be found at the

bookstore, making it an interesting place to shop.

Housing and Dining Services

At Western, residence hall life adds a dynamic dimension to the college experience. The educational value derived from living with people of varied interests, backgrounds, and ages offers a wide range of opportunities for personal growth and lifelong friendships.

The residences are designed for comfort as well as efficiency. Rooms are attractively furnished, with lounges, snack areas, laundry facilities, and recreational areas nearby.

The residences are grouped on the north end of campus with the farthest point of the campus a walk of no more than 10 minutes. There are three styles of residences on campus including: apartment style (residents have a study/living room separate from the bedroom and bathroom), traditional floor arrangements of smaller rooms with a shared bathroom down the hall, and duplex apartments. Two halls have areas accessible to students who use wheelchairs.

A limited number of two-bedroom apartments are available for married students or students with dependents.

Dining Services are located in the Valsetz Dining Hall, centrally located to the Residence Halls. High quality, varied and nutritious meals are planned and prepared by a professional staff. Breakfast, Lunch, Dinner and Late Night Supper are served Monday through Friday. Brunch and Dinner are served on Saturday, and Brunch, Dinner and Late Night Supper are served on Sunday. Arrangements can be made for special dietary needs.

Room and Board

Rates for 1995-96 for a standard, 2-person room are \$3,627 and \$4,428 for a single room. These rates include a basic meal plan of 15 meals per week, social activity and telephone access fees. Other meal plans and room designations also are offered. Costs may vary.

Housing Policies

Because of the educational function of residential hall living, all students without dependents who enroll at Western Oregon State College within one year of high school graduation must live in college-operated housing. Any exceptions to this must be approved through the Office of Residence Life. Many upperclass students also choose to live in the residence halls because of the convenience and available services.

The college reserves the right to enter residence hall rooms for inspection, repair or other official business.

Student life

Room and board charges are contracted for the full academic year. Upperclass students have a term contract option; they may apply for housing on a term-by-term basis. An additional fee of \$100 is assessed at the time of application for this option. If the student withdraws from the college, the contract is terminated as of the date the student officially checks out of campus housing.

Applications for fall term housing should be made before May 1. An application form may be obtained from Western's Office of Housing and Residence Life. A \$25 non-refundable fee is required at the time of reservation. Students who are found to be ineligible for admission to the college will receive a refund of the application fee.

Room and board fees are payable each term at registration. Payments can be made for the entire year or by the full term. Refunds are made on a pro-rated basis from the day on which the student checks out of campus housing.

On opening day of Fall term, students may check into campus housing from 9 a.m. to 5 p.m. During Winter and Spring terms, check-in is from noon to 5 p.m. on opening day.

Correspondence and housing application requests should be directed to:

Office of Housing and Residence Life
Western Oregon State College
345 N. Monmouth Ave.
Monmouth, Oregon 97361

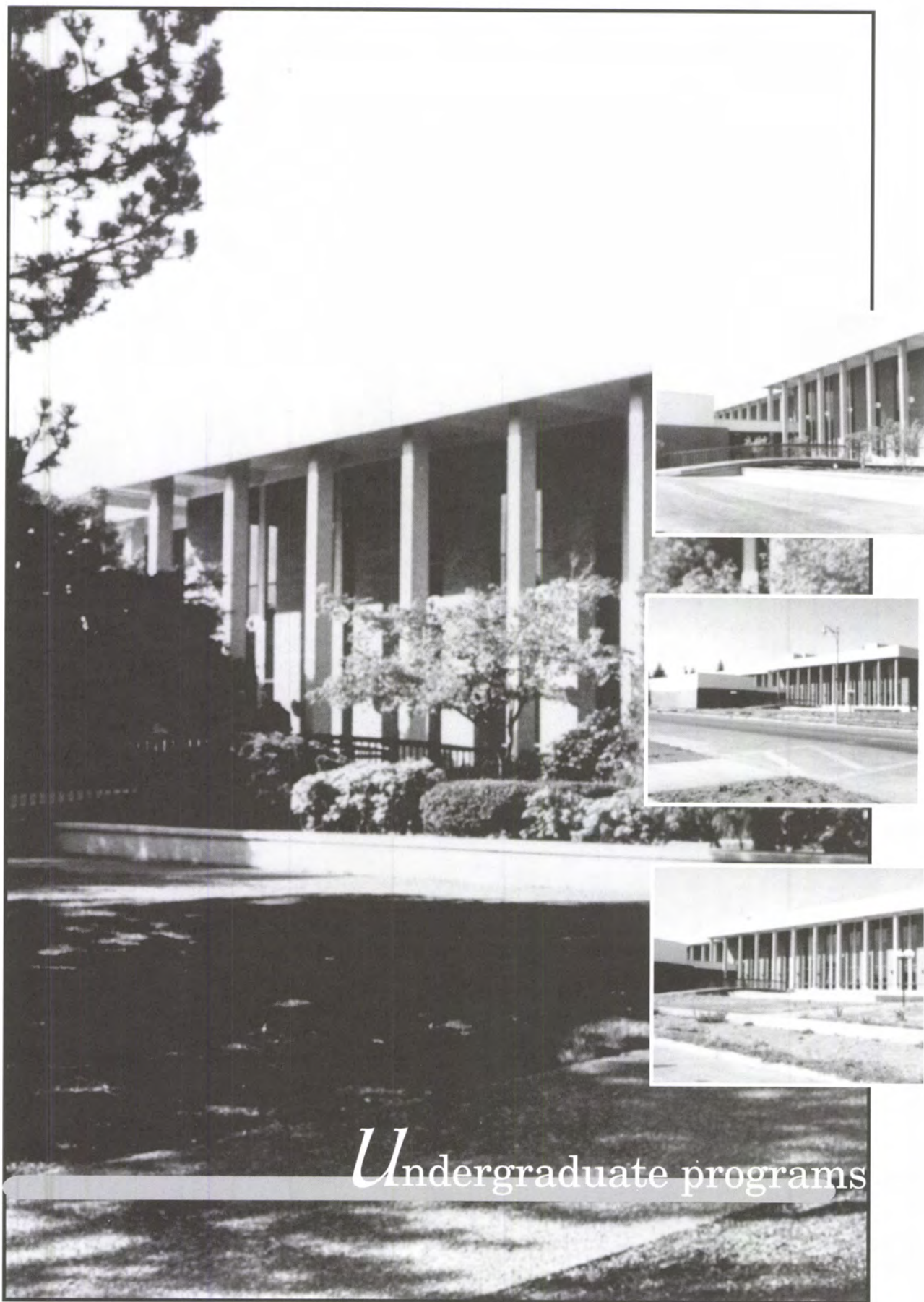
Off Campus Housing

The Office of Housing & Residence Life maintains a list of available off-campus housing. There are no fraternity or sorority houses.



Early dorm room





*U*ndergraduate programs

Undergraduate programs

All undergraduate programs at Western are designed to provide students opportunity to develop the following: skill in essential areas of scholarship such as writing, speech, mathematics, and computer science; familiarity with basic concepts and works in the humanities, social sciences, arts and the sciences; as well as concentrated study in a field of academic specialization of the student's choice. The college curriculum is designed to foster those areas of knowledge, abilities, and attitudes that characterize the liberally educated person and to provide a foundation for a lifetime of learning.

A paramount goal of all programs is to provide each student with the tools and self-discipline to learn independently and contribute productively in career endeavors and public service.

components of the ba/bs degree

The Liberal Arts Core Curriculum (LACC) is the foundation for each undergraduate degree program. In addition, each program requires completion of a major specialization and a minor concentration that complements the major. Students complete the 192 credit hours required for graduation by selecting free electives that explore unique interests or permit greater study in a major or minor. Graduation requirements in mathematics, computer science, cultural diversity and writing intensiveness must also be met within the LACC, major, minor or elective areas.

The typical degree program is broken down this way:

Liberal Arts Core Curriculum	55
Academic Major	72
Academic Minor	27
Electives	38

Total credit hours required for a BA/BS degree 192

Note: Additional information regarding the mathematics, computer science, cultural diversity and writing intensive graduation requirements follows the description of the LACC.

liberal arts core curriculum

Purpose

The Liberal Arts Core Curriculum (LACC) is a required part of all Bachelor's programs and comprises 55 of the 192 credit hours necessary for graduation. The LACC has been designed by Western's faculty to prepare students for advanced study in their academic majors and to help students develop a foundation of basic knowledge necessary for a more successful personal and

professional life.

The LACC will help students to:

- Learn independently
- Make mature judgments
- Solve problems in a systematic and logical manner
- Use language effectively
- Understand global problems and issues
- Appreciate past and present contributions to thought and culture
- Work effectively with others
- Cope with political, social, economic, technological and environmental changes and problems
- Sustain an active, balanced life through the development of a sound mind and body
- Be creatively expressive and aesthetically sensitive.

It is critical that students consult with their academic advisor as they select LACC courses to avoid mistakes which may prolong their time in college.

Liberal Arts Core Curriculum Components

Creative Arts	9
Health and Physical Education	4
Laboratory Science	12
Literature	9
Philosophy OR Religion	3
Social Science	12
Speech	3
Writing	3
Total	55

Course Selections for the Liberal Arts Core Curriculum

CREATIVE ARTS 9

Choose three credit hours from three of the four academic disciplines listed below:

Art

- A 115 Beginning Design (2D)
- A 116 Beginning Design (3D)
- A 117 Beginning Design (Color)
- A 130 Beginning Drawing
- A 135 Beginning Life Drawing
- A 204 Art History: Prehistoric-Gothic
- A 205 Art History: Renaissance-Baroque
- A 206 Art History: 18th Century-Realism

Theatre

- TA 110 Introduction to Theatre
- TA 210 Oral Expression Through Theatre
- TA 244 Technical Theatre: Scenecraft
- TA 245 Technical Theatre: Lighting
- TA 246 Technical Theatre: Costuming
- TA 250 Basic Movement and Vocal Development
- TA 252 Technical Theatre: Makeup
- TA 253 Production Workshop

Music

- MUS 125 & 125L Basic Music
- MUS 181 Voice Class
- MUS 192 193, 194 Piano Class
- MUS 195 Jazz Orchestra
- MUS 195 Pep Band
- MUS 195 Symphonic Band
- MUS 197 Jazz Choir
- MUS 197 Concert Choir
- MUS 197 Chamber Singers
- MUS 201 Introduction to Music and Its Literature
- MUS 202 The Music of Broadway
- MUS 203 Jazz History
- MUS 204 Music of the World
- MUS 205 Music of Black Heritage
- MUS 234 Guitar Class (Beginning)
- MUS 234 Guitar Class (Intermediate)

Dance

- D 180, 181, 182 Beginning Modern I, II, III
- D 185, 186, 187 Beginning Ballet I, II, III
- D 188, 189, 190 Beginning Jazz, I,II,III
- D 196, 197, 198 Beginning Tap, I,II,III
- D 251 Introduction to Dance
- D 253 Labanotation
- D 280, 281, 282 Intermediate Modern I,II,III
- D 285, 286, 287 Intermediate Ballet I,II,III
- D 288, 289, 290 Intermediate Jazz, I,II, III

Health and Physical Education 4

PE 131 Individual Health and Fitness

(Required of all students: 2 credits)

Select 2 courses with each course from a different area listed below

Rhythmic Activities

- PE 121 Folk and Square Dance
- PE 122 Social Dance
- PE 172 Basic Rhythms

Team Activities

- PE 150 Basketball
- PE 151 Field Sports
- PE 154 Soccer
- PE 155 Softball
- PE 156 Volleyball
- PE 170 Games and Relays

Aquatic Activities

- PE 160 Aquatics I
- PE 161 Aquatics II
- PE 291 Lifeguard Training

Fitness Activities

- PE 111 Weight Training and Conditioning
- PE 112 Jogging and Walking
- PE 113 Intermediate Weight Training and Conditioning
- PE 114 Aerobics

Undergraduate programs

Individual/Dual Activities

PE 130 Archery
PE 132 Badminton
PE 133 Bowling
PE 134 Golf
PE 137 Racquetball
PE 138 Self Defense
PE 139 Tennis
PE 141 Fishing
PE 142 Backpacking
PE 153 Recreational Games
PE 171 Gymnastics and Self Testing

Laboratory Science 12

Select at least two courses from the same sequence. Elementary Education majors should take BI 101, GS 104, and GS 106 as their science sequence. Students should check the Western Catalog for any prerequisites for the following science courses. Students must register for both a lecture and a lab section for the following courses, i.e, BI 101 and BI 101L.

Geology

G 201 Geology
G 202 Geology
G 203 Geology

Biology

BI 101 General Biology
BI 102 General Biology
BI 103 General Biology

General Science

GS 104 Foundations of Physical Science-Earth Science
GS 105 Foundations of Physical Science-Chemistry
GS 106 Foundations of Physical Science-Physics/Astronomy

Chemistry

CH 104 Introduction to Chemistry
CH 105 Introduction to Chemistry
CH 106 Introduction to Chemistry

Physics

PH 201 General Physics
PH 202 General Physics
PH 203 General Physics

Intermediate Biology

BI 211 Principles of Biology
BI 212 Principles of Biology
BI 213 Principles of Biology

Intermediate Chemistry

CH 221 General Chemistry
CH 222 General Chemistry
CH 223 General Chemistry

Physics with Calculus

PH 211 General Physics With Calculus
PH 212 General Physics With Calculus
PH 213 General Physics With Calculus

Literature 9

Select either the World Literature or the Literature of the Western World sequence as listed below.

Types of World Literature

ENG 104 World Literature: Fiction
ENG 105 World Literature: Drama
ENG 106 World Literature: Poetry

Literature of the Western World

ENG 107 Literature of the Western World
ENG 108 Literature of the Western World
ENG 109 Literature of the Western World

Philosophy or Religion 3

Select one course from either area listed below.

Philosophy

PHL 201 Introduction to Philosophy: Being and Knowing
PHL 202 Introduction to Philosophy: Personal Morality and Social Justice
PHL 231 Introduction to Formal Reasoning
PHL 232 Introduction to Non-Formal Reasoning
PHL 281 Ethics
PHL 282 Philosophy of Art
PHL 283 Philosophy of Religion

Religion

R 201 Introduction to the World's Religions: Eastern
R 204 Introduction to the World's Religions: Western

Social Science 12

12 credit hours of Social Science. Choose one 9 hour sequence from the following list and any additional 3 credit hour social science course.

Anthropology

ANTH 214 Introduction to Physical Anthropology
ANTH 215 Introduction to Archaeology
ANTH 216 Introduction to Cultural Anthropology

Economics

EC 201 Principles of Economics (Micro-economics)
EC 202 Principles of Economics (Macro-economics)
EC 203 Principles of Economics (International)

Geography

GEOG 105 Introductory Physical Geography
GEOG 106 Introductory Economic Geography
GEOG 107 Introductory Cultural Geography

Western Civilization

HST 101 History of World Civilization
HST 102 History of World Civilization
HST 103 History of World Civilization

World History

HST 104 World History
HST 105 World History
HST 106 World History

US History

HST 201 History of the United States
HST 202 History of the United States
HST 203 History of the United States

Political Science

PS 201 American National Government
PS 202 State and Local Government
PS 203 International Relations



Undergraduate programs

Sociology

SOC 223 Theoretical Foundations of Sociology
SOC 224 Empirical Foundations of Sociology
SOC 225 Social Problems

SPEECH 3

SP 111 Fundamentals of Speech

WRITING 3

WR 135 English Composition

Computer Science And Mathematics Requirement

Students seeking a **Bachelor of Arts**

Degree will complete:

Mathematics (Mth 105 or above) 4

Information Systems (CS 101 or above) . 2
or

MTCS 100 Mathematics and Technology . 6

Students seeking a **Bachelor of Science**

Degree will complete:

Mathematics, Computer Science,

Statistics 12

A combined total of twelve (12) credit hours in Mathematics, Computer Science or designated statistics courses is required for a BS Degree. Each Bachelor of Science degree student must take at least one course in Mathematics and one course in Computer Science. Mth 105 and CS 101 may not be used to meet this requirement. Soc 327 and Psy 467 are the designated statistics courses which meet this requirement. Each Bachelor of Science degree program identifies the math, computer science and statistics courses that meet this requirement.

Note: the mathematics and computer science requirements for Elementary Education Majors are: MTCS 100 or Mth 211, 212, 213 and CS 101.

Cultural Diversity and Writing Intensive Graduation Requirements

Every student graduating with either a Bachelor of Arts or a Bachelor of Science degree must meet the following Graduation Requirements by selecting appropriate coursework from within the LACC, academic major, academic minor, or electives categories. Honors Program participants should consult the Honors Program description on page 68 and the Director of the Honors Program regarding coursework to meet these requirements.

Cultural Diversity Requirement

Students seeking a BS degree will satisfy this requirement by successfully completing six (6) hours of coursework which emphasizes a topic or subject dealing with cultural diversity. Cultural diversity courses used to complete this requirement carry a special 'D'

designation. If the course also meets the writing intensive requirements it will carry a special 'C' designation.

Students seeking a BA degree will satisfy this requirement by completion of the third term of the second year of the foreign language requirement in Spanish, French, German or Japanese.

COURSE SELECTION FOR THE CULTURAL DIVERSITY REQUIREMENT

BUSINESS

Business

BA 284 Introduction to International Business

BA 370 Business and Society

BA 390 Management

BA 392 Management of Diversity

BA 484 International Management

CREATIVE ARTS

Art

A 404 Art History: Non-European

A 405 Art History: Women in Art

A 406 Art History: Special Topics

Dance

D 251 Introduction to Dance

D 310 Women in Dance and Music 1800-Present

Music

Mus 204 Music of the World

Mus 205 Music of the Black Heritage

Mus 310 Women in Dance and Music 1800-Present

Mus 363 Ethnic and World Music

Theatre

TA 110 Introduction to Theatre

TA 375 Asian Theatre

TA 427 Contemporary Theatre

HUMANITIES

English

Eng 110 Introduction to Language Study

Eng 310 Nature of English

Eng 385 Introduction to Folklore

Eng 470 Modern American Usage

Eng 445 Women Writers

French

Fr 429 French Culture and Civilization

Fr 430 French Culture and Civilization

Philosophy and Religion

R 201 Eastern Religions

R 204 Western Religions

R 315 Interpreting Religious Phenomena

R 460 Comparative Religion

Spanish

Span 338 Hispanic Culture and Civilization: Spain

Span 339 Hispanic Culture and Civilization: Latin American Culture

Speech

Sp 325 Intercultural Communication

Sp 435 Rhetoric of Women's Movement

SOCIAL SCIENCE

Anthropology

Anth 214 Introduction to Physical Anthropology

Anth 215 Introduction to Archeology

Anth 216 Introduction to Cultural Anthropology

Anth 310 World Prehistory

Anth 311 Human Evolution

Anth 312 Social Anthropology

Anth 313 North American Prehistory

Anth 314 Band and Tribal Societies

Anth 316 Circumpolar Peoples

Anth 340 Mothers and Daughters

Anth 375 Women in Anthropology

Anth 399 South American Prehistory

Anth 461 Urban Anthropology

Anth 475 Anthropology and Law

Anth 494 Northwest Indian Cultures

Anth 496 Indians in American Culture

Criminal Justice

CJ 212 History and Development of American Law Enforcement

CJ 213 Survey Juvenile/Criminal Justice System

CJ 331 Police Community Relations

CJ 450 Criminology

CJ 451 Juvenile Delinquency: Prevention and Control

CJ 455 Correctional Casework and Counseling

CJ 463 Juvenile Issues

Economics

Ec 203 Principles of Economics (International)

Ec 417 Problems of Economic Development of Nations

Ec 436 Environmental Economics and Public Policy

Ec 440 Introduction to International Economics

Geography

Geog 107 Introductory Cultural Geography

Geog 310 World Regional

Geog 313 Geography of the Pacific Northwest

Geog 318 Geography of Religion

Geog 410 Global Issues

Geog 411 Cultural Geography: Landscape and Diffusion

Geog 412 Cultural Geography: Selected Topics

Geog 414 Geographic Backgrounds of American History

Geog 426 Geography of Europe

Geog 429 Geography of Anglo-America

Geog 432 Geography of Africa

Geog 461 South America

Geog 463 Geography of Middle America

Undergraduate programs

History

Hst 101 History of Western Civilizations
 Hst 103 History of Western Civilizations
 Hst 104 World History
 Hst 105 World History
 Hst 106 World History
 Hst 201 History of the United States
 Hst 202 History of the United States
 Hst 203 History of the United States
 Hst 304 English History
 Hst 309 Multicultural America in Historical Perspective
 Hst 310 Multicultural America in Historical Perspective
 Hst 311 Multicultural America in Historical Perspective
 Hst 350 Pre-Columbian and Colonial Latin America
 Hst 351 Mexico and the Caribbean Since Independence
 Hst 352 South America Since Independence
 Hst 391 History of the Far East
 Hst 392 History of the Far East
 Hst 393 History of the Far East
 Hst 410 Gender Issues in Premodern History
 Hst 411 Gender Issues in Premodern History
 Hst 420/520 Philosophies of History
 Hst 437 Modern German History
 Hst 438 Modern German History
 Hst 439 Modern German History
 Hst 443 Europe in Ascendancy
 Hst 445 20th Century Europe
 Hst 447 History of Russia
 Hst 448 History of Russia
 Hst 449 History of the Soviet Union
 Hst 459 Business America, 1877-1900
 Hst 463 History of Canada
 Hst 464 History of Canada
 Hst 470 Environmental History
 Hst 476 History of the West
 Hst 477 History of the West
 Hst 478 History of the Pacific Northwest
 Hst 480 The United States in the 20th Century
 Hst 481 The United States in the 20th Century
 Hst 482 The United States in the 20th Century
 Hst 483 Colonial America
 Hst 490 20th Century Latin America
 Hst 491 History of Inter-American Relations
 Hst 492 World Problems

Political Science

PS 199 Model United Nations
 PS 203 International Relations
 PS 303 Politics and Governments of Europe
 PS 325 Democracy in Theory and Practice
 PS 399 Advanced Model United Nations
 PS 435 Women and Politics
 PS 460 Governments and Politics of Asia
 PS 463 Governments and Politics of Developing Nations
 PS 478 Political Fiction
 PS 492 Ideologies of the 20th Century
 PS 493 International Organizations
 PS 497 American Foreign Relations

Psychology

Psy 225 Introduction to Child Development
 Psy 492 Psychology of Women

Sociology

Soc 223 Theoretical Foundations of Sociology
 Soc 225 Social Problems
 Soc 290 World Population and Social Structure
 Soc 338 Sociology of the Family
 Soc 360 Sociology of Gender
 Soc 400 International Development
 Soc 427 Comparative Social Movements: Revolutions
 Soc 437 Sociology of Race/Ethnic Relations
 Soc 440 Women and Development
 Soc 450 Latin American Societies
 Soc 460 Feminist Theories

SPECIAL EDUCATION

SpEd 420/520 Deaf History: Social and Cultural Issues
 SpEd 465 Current Issues in Interpreting

WRITING INTENSIVE REQUIREMENT

Students will satisfy this requirement by completing six (6) hours of "writing intensive" coursework taken from within any portion of the student's degree program. Writing intensive courses carry a special 'W' designation. If the course also meets the cultural diversity requirements it will carry a special 'C' designation.

COURSE SELECTIONS FOR THE WRITING INTENSIVE REQUIREMENT

BUSINESS

Business

BA 301 Problems and Opportunities of Small Business
 BA 390 Management
 BA 411 Strategic Marketing Planning

CREATIVE ARTS

Music

Mus 204 Music of the World
 Mus 205 Music of Black Heritage
 Mus 360 Renaissance and Early Baroque Music
 Mus 363 Ethnic and World Music

Theatre

TA 110 Introduction to Theatre (Some Sections)
 TA 330 Script Writing
 TA 444 Theory and Criticism of Theatre Arts

HUMANITIES

English

Eng 104 Types of World Literature: Fiction
 Eng 105 Types of World Literature: Drama
 Eng 106 Types of World Literature: Poetry
 Eng 110 Introduction to Language Study
 Eng 223 Approaches to Literature
 Eng 470 Modern American Usage
 Eng 492 The Structure of English

Journalism

J 211 Introduction to Mass Communication

Speech

Sp 211 Introduction to Mass Communication
 Sp 236 Contemporary Issues in American Broadcasting
 Sp 426 Language of the Mass Media

Writing

Wr 321 Business and Technical Communications
 Wr 440 The Teaching of Writing

NATURAL SCIENCES AND MATHEMATICS

Biology

Bi 312 Animal Behavior
 Bi 357 General Ecology
 Bi 471 Whales, Dolphins and Porpoises

Chemistry

Ch 313 Instrumental Analysis
 Ch 334 Organic Chemistry
 Ch 335 Organic Chemistry
 Ch 336 Organic Chemistry
 Ch 350 Chemical Literature
 Ch 407 Seminar: Frontiers of Chemistry
 Ch 461 Experimental Chemistry
 Ch 462 Experimental Chemistry

Geology

G 201 General Geology
 G 202 General Geology
 G 203 General Geology
 G 322 Geomorphology

General Science

GS 313 Earth Science for Elementary School

SOCIAL SCIENCE

Economics

Ec 315 Economic Analysis and Report Writing

Geography

Geog 321 Field Geography
 Geog 425 Environmental Law and Planning
 Geog 495 History and Philosophy of Geography

History

Hst 301 History Research and Writing
 Hst 410 Gender Issues in Premodern History
 Hst 411 Gender Issues in Modern History
 Hst 420 Philosophy of History
 Hst 499 Senior Seminar

Undergraduate programs

Political Science

PS 202 State and Local Government
PS 203 International Relations
PS 325 Democracy in Theory and Practice
PS 410 Political Science Internship
PS 415 Politics and Psychology
PS 435 Women and Politics
PS 478 Political Fiction
PS 497 American Foreign Relations

Psychology

Psy 217 Introduction to Research Methods
EDUCATION

SPECIAL EDUCATION

SpEd 465 Current Issues in Interpreting

Transfer Policies Regarding the Liberal Arts Core Curriculum

1. Western will accept, as satisfying any one of its LACC requirements, coursework satisfactorily completed at any accredited institution if such course(s) bears the same prefix and number as the required course(s) in Western's LACC statement.
2. Western will accept, as satisfying any of its sequence requirements, sequenced coursework which is satisfactorily completed at an accredited institution if it is commonly associated with the nature of the Western sequence. As an example, a 12-hour transfer sequence in astronomy will meet the LACC Laboratory Science sequence requirement, even though Western does not offer a sequence in this subject.
3. Only courses with a letter prefix and a number of 100 or higher may be used to meet LACC, Major, or Minor requirements. Grading must be on an A/F basis as opposed to a pass/no credit basis

(with the exception of P.E. activity courses).

4. Students who have earned an Associate of Arts **Oregon Transfer** degree from an Oregon community college will be considered to have met Western's LACC requirements. The requirements of the **Oregon Transfer** degree are spelled out in the May 10, 1988, transfer agreement entitled, "General Education Requirements to be included in an Associate of Arts Degree for Community College Students Transferring to Oregon State System Colleges and Universities." All students satisfying these requirements will have **Oregon Transfer** marked on their transcript by the community college awarding the degree.
5. The lower division general education requirements included within the Associate of Arts Oregon Transfer degree are 55-63 quarter credit hours. These 55-63 quarter credit hours will be directly applied toward satisfying the LACC requirements including the additional mathematics and computer science requirements at Western. The remaining 31-34 quarter credit hours included within the degree will be applied toward the satisfaction of lower division major, minor, specialty area, support area or elective requirements as noted within this catalog, or in consultation with the appropriate division chair. Coursework cannot be utilized to satisfy more than one requirement area within a degree at Western.
6. These policies do not preclude case-by-case negotiation with appropriate division chairs. For example, a journalism course at a particular institution might not match the prefix of a required writing course at Western, but the Humanities Division might grant a waiver on grounds of sufficient overlap in course content and resultant skill level.

NOTE: Western Oregon State College, as a public institution legally committed to church-state separation, cannot accept as fulfilling the Humanities requirement those doctrinally-oriented courses in religion, scripture study, and theology which are taught at Bible schools, seminaries, and theological institutes or which are directed primarily toward training clergy and lay missionaries in a specific faith or set of religious beliefs.

academic advising

Anne Larmer, Director

Western strongly emphasizes the role of teaching faculty as advisors to help students coordinate their personal goals and needs with the requirements of the college.

Graduate and Post-Baccalaureate students: Students should request an advisor from the Graduate Office in the Administration Building.

Undergraduate students: Temporary advisors will help new freshman and transfer students register for fall term when they attend Summer Orientation, Advisement, and Registration (SOAR) in July. Subsequently, the Office of Undergraduate Academic Advisement, West House 101, 838-8428, will mail them the name and location of their permanent academic advisor in their major. Before registration for the winter term, students should make an appointment with their advisor for help with the course request forms and, when appropriate, for help with the degree plan.

Students who register after SOAR or who, for other reasons, do not have an advisor should contact the Office of Undergraduate Academic Advisement to be assigned an advisor. Also, students who want to change or declare their major should contact the Office of Undergraduate Academic Advisement for an advisor assignment. The director of Undergraduate Academic Advisement, serves as academic advisor for students who have not chosen a major and for Elementary Education majors who have not chosen their specialty area.

In a college setting, students bear the responsibility for their learning. Part of this responsibility is to identify an advisor in their



Undergraduate programs

major field and to seek help from that advisor at the appropriate times. A list of academic advisors is available in the Office of Undergraduate Academic Advisement.

In consultation with their major advisor, students should find a second advisor to help plan course work in their minor field. Special advisors are available for preprofessional majors. Counselors or advisors are also available for those with special needs (for instance, international, minority, or disabled students).

tutoring and study skills center

Judy Turner, Coordinator

The Tutoring and Study Skills Center located in Watson House helps students acquire and maintain skills necessary to complete a college education. The center offers tutoring for individuals and for small groups in academic subjects; helps to improve listening, reading, note-taking, and test-taking skills; provides tests to diagnose academic needs; and helps to prepare for NTE & CBEST.

undergraduate programs

School of Liberal Arts and Sciences

Business Division

BA/BS in Business

Computer Science Division

BA/BS in Computer Science

Creative Arts Division

BA in Theatre Arts

BA/BS in Art

BA/BS in The Arts

BA/BS in Music

Various minors

Preprofessional programs

Humanities Division

BA in English

BA/BS in Humanities

BA in Spanish

BA/BS in Speech Communication

Various minors

Preprofessional programs

Natural Science and Mathematics Division

BA/BS in Biology

BA/BS in Chemistry

BA/BS in Mathematics

BA/BS in Natural Science

Various minors

Preprofessional programs

Social Science Division

BA/BS in Corrections

BA/BS in Economics

BA/BS in Fire Services Administration

BA/BS in Geography

BA/BS in History

BA/BS in Law Enforcement

BA/BS in Political Science

BA/BS in Psychology

BA/BS in Public Policy and

Administration

BA/BS in Social Science

BA/BS in Sociology

Various minors

Preprofessional programs

Special Programs

Associate of Arts (2 years)

BA in International Studies

BA/BS in Interdisciplinary Studies

Interdisciplinary Minors in: Gender

Studies and Environmental Studies

Honors Program

Military Science (ROTC)

School of Education

BA/BS in Elementary Education and Interdisciplinary Studies

BA/BS in Secondary Education and Interdisciplinary Studies

- Endorsements in Academic Areas:

Biology

Educational Media

French

German

Health Education

Integrated Science

Language Arts

Mathematics

Physical Education

Reading

Social Studies

Spanish

Speech

BS in American Sign Language/English Interpreting

Additional Endorsement or Specialty Areas*

Special Education Programs

Handicapped Learner

Hearing Impaired

Severely Handicapped Learner

Specialty Areas

Athletic Coaching

Bilingual/Multicultural

Computer Science Education

Early Childhood Education

Reading

*Additional hours beyond those required for the baccalaureate degree will be needed to complete these endorsement or specialty areas.



The College Center game room in the 1960's.



*S*chool of liberal arts & sciences

School of liberal arts & sciences

School of Liberal Arts and Sciences

Dean: John P. Minahan

The School of Liberal Arts and Sciences is composed of the Divisions of Business, Computer Science, Creative Arts, Humanities, Natural Sciences and Mathematics, and Social Science. These divisions offer various degree programs in the arts and sciences, and provide academic coursework needed for the various professional degrees in education. The Office of the Dean coordinates the degrees in Interdisciplinary Studies, International Studies and Associate of Arts, as well as the Liberal Arts Core Curriculum and the Honors Program.

For more information on the above programs, see the following:

Associate of Arts	68
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Interdisciplinary Studies	67
International Studies	67
Liberal Arts Core Curriculum	41
Natural Sciences and Mathematics	54
Social Science	61

business division

Chair: Hamid Bahari-Kashani

Business: *Professor* — Hamid Bahari-Kashani.
Associate Professor — John Leadley, *Assistant Professor* — Kristina Frankenberger, Martha Sargent, Mark Seabright.

The division offers major and minor programs in Business. The major includes core courses in Accounting, Finance, Management, Marketing, and Production/Operations Management, plus a career-directed focus in one or more of those areas or International Business. The Business degree program is designed to prepare students for challenging roles and opportunities in business as well as professional certification and advanced degree programs.

The Business curriculum gives students knowledge of the fundamental concepts in all areas of business and the application of those concepts in American and international economic systems. Western Oregon's program places special emphasis on the unique needs and processes of small businesses.

The division takes pride in giving students access to its faculty and encouraging individualized experiences. Students work closely with their advisor to design a focus that complements their personal career plans. Students can also participate in internships, job shadowing, and campus clubs.

The faculty has designed the curriculum to build student skills in critical thinking, oral and written communication, group processes, and computer applications. Group experiences are encouraged throughout the curriculum, culminating in the capstone course, Business Policy. Computer applications are integrated into the curriculum, including data base management, word processing, and spreadsheets.

Degrees in Business

The BA/BS degrees are awarded to students who complete major requirements as listed below and a 15-hour minor (upper-division courses) in a second academic area. (All college degrees require an overall of 62 upper-division hours.)

Formal admission to the Business major program is required of all students seeking this degree. Typically, application for admission is made at the end of the student's sophomore year. Prior to admission to the program, students must have completed the following set of courses.

Prerequisite Courses for the Business Degree Program:

Wr 135 English Composition	3
Sp 111 Fundamentals of Speech	3
Mth 111 College Algebra	4
Mth 241 Calculus for Management and Social Sciences	4
Mth 243 Introduction to Probability and Statistics	4
CS 121 Computer Applications in Business ..	4
BA 211, 212, 213 Fundamentals of Accounting I, II, III	9
Ec 201, 202, 203 Principles of Economics	9

Additional information regarding these requirements should be obtained from the division. Limited courses taken at other institutions may be transferred to the program based on the course level and grade obtained.

BS in Business

Liberal Arts Core Curriculum	55
Business Major	73
Mth 243 Introduction to Probability and Statistics	4
BA 211 Fundamentals of Accounting I	3
BA 212 Fundamentals of Accounting II	3
BA 213 Fundamentals of Accounting III	3

BA 230 Business Law	3
BA 310 Principles of Marketing	3
BA 315 Financial Management I	3
BA 325 Modern Portfolio Theory	3
Ec 318 Money and Banking	3
BA 361 Organizational Behavior	3
BA 367 Quantitative Methods I	3
BA 368 Quantitative Methods II	3
BA 390 Management	3
BA 411 Marketing Strategy	3
BA 490 Operations Management	3
BA 491 Business Policy	3
Upper-division Focus	24
Minor	15
College electives	49
*CS 121	4
*Mth 111	4
*Mth 241	4
Free Electives	37

Total required for degree 192

* These courses, which are prerequisite for admission to the Business program, also fulfill the 12 hour Mathematics/Computer Science requirement for the BS degree.

1. All college degrees require a minimum of 6 hours in courses designated as Writing Intensive. For Business, it is suggested that 3 hours be from Wr 321, Business and Technical Communication. The remaining 3 hours can be from any course approved with the W designation.

2. The BS degree also requires 6 hours in courses designated as Diversity intensive. For Business majors, these 6 hours can be from any courses identified with the D designation in the Catalog. Business majors should note that Ec 203, which is a prerequisite for admission into the major, and BA 390, which is required for all Business majors, have the D designation. Other Business courses approved for diversity are BA 284, BA 370, BA 392, and BA 484.

BA in Business

Liberal Arts Core Curriculum	55
Business Major	73
Mth 243 Introduction to Probability and Statistics	4
BA 211 Fundamentals of Accounting I	3
BA 212 Fundamentals of Accounting II	3
BA 213 Fundamentals of Accounting III	3
BA 230 Business Law	3

School of liberal arts & sciences

BA 310 Principles of Marketing	3
BA 315 Financial Management I	3
BA 325 Modern Portfolio Theory	3
Ec 318 Money and Banking	3
BA 361 Organizational Behavior	3
BA 367 Quantitative Methods I	3
BA 368 Quantitative Methods II	3
BA 390 Management	3
BA 411 Marketing Strategy	3
BA 490 Operations Management	3
BA 491 Business Policy	3
Upper-division focus	24
Minor	15
College Electives	49
*CS 121	4
*Mth 111	4
*Mth 241	4
Electives	37

Total required for degree 192

*These courses, which are prerequisites for admission to the Business program, fulfill the 6 hour Mathematics/Computer Science requirement for the BA degree.

1. All college degrees require a minimum of 6 hours in courses designated as Writing Intensive. For Business, it is suggested that 3 hours be from Wr 321, Business and Technical Communication. The remaining 3 hours can be from any course approved with the W designation.

2. The BA degree also requires proficiency in a foreign language through the third term of the second year. Courses taken to fulfill this requirement can be used in the minor or as free electives.

Minor Programs

Business Minor

BA 217 Accounting for Nonaccountants	3
(not available to Business majors)	
BA 220 Intro to Financial Management	3
(not available to Business majors)	
*BA 301 Problems and Opportunities of Small Business	3
BA 310 Principles of Marketing	3
BA 361 Organizational Behavior	3
BA 370 Business and Society	3
BA 390 Management	3

Total hours in minor 21

*the prerequisites for this course are BA 217 (or BA 211), EC 201, and EC 202.

computer science division

Chair: John Marsaglia

Professor — John Marsaglia, Edward Wright.

Associate Professor — David Olson. *Assistant*

Professor — Robert Broeg, Jie Liu.

BA/BS in Computer Science

The degree in computer science provides students with a well-defined program of study in the areas of program definition, systems analysis, mini/micro operation. This degree leads to careers in business, industry, government, and the teaching of computer science at the high school level.

To enter the computer science program,

students should have a minimum of Mth 111 equivalency. To enter the junior level (300) courses, students must have completed CS 161, CS 162, and CS 260.

*Computer Science majors must have a grade of C or better in courses that are used to satisfy the major requirements.

Liberal Arts Core Curriculum	55
Computer Science Major	55
CS 161 Introduction to Computer Science	4
CS 162 Computer Science I	4
CS 260 Computer Science II	4
CS 262 Programming Languages	2
CS 271 Computer Organization	4
CS 311 Data Structures I	3
CS 313 Data Structures II	3
CS 315 Theory of Programming Languages3	3
CS 345 Theory of Computation I	3
CS 372 Operating Systems	3
CS 420 Data Management Systems	3
CS 425 Systems Analysis and Design	3
CS 430 Software Implementation and Test3	3
CS 406 Senior Seminar	1



School of liberal arts & sciences

Choice of one of the following sequences	9
A.) CS 415 Analysis of Algorithms	3
CS 445 Theory of Computation II	3
CS 460 Compiler Design	3
B.) CS 435 Business Information Systems ..	3
CS 424 Expert Systems	3
CS 450 Networks	3
C.) CS 440 Operating Systems Advanced	
Topics	3
CS 423 Artificial Intelligence	3
CS 442 Parallel Programming	3
Upper division Elective in Mathematics from	
the following:	3
Mth 341 Linear Algebra I	
Mth 346 Number Theory	
Mth 354 Discrete Structures I	
Minor	7
Electives	76
Total required for degree	192

Minor Program

A 27-hour minor program in Computer Science may be planned with the help of an advisor.

Teacher Preparation

Elementary Education:

Support Area in Computer Science

CS 162 Computer Science I	4
CS 260 Computer Science II	4
CS 311 Data Structures I	3
Elective (upper-division)	3

Total in support area *14

* **Note:** the 2-credit hour LACC Computer Science requirement will be waived if this support area is selected.

creative arts division

Chair: Myra Brand

Art: *Professor*—Don Hoskisson. *Associate Professor*—Kim Hoffman. *Assistant Professor*—Rebecca Marsh, Sarah Maline, Diane Tarter

Dance: *Associate Professor*—Sharon Oberst.

Music: *Professor*—Myra Brand, A. Laurence Lyon, Marion Schrock, Richard Sorenson. *Associate Professor*—Diane Baxter, Thomas Bergeron. *Assistant Professor*—Jeffrey Ballard, Kevin Walczyk.

Theatre Arts: *Professor*—Richard Davis, Robert Page. *Assistant Professor*—Dean Bourland.

The teaching artists from the visual arts and three areas of the performing arts—music, theatre and dance—combine their knowledge of symbolic forms and creative expression in Western's Creative Arts Division.

The college has excellent facilities in its Leonard W. Rice Fine Arts Auditorium, the Edgar H. Smith Music Hall, newly reopened Campbell Hall and the dance studio of the older physical education building.

The Rice Auditorium boasts a large main stage, orchestra pit, a smaller studio theatre, complete costume shop and scenecraft area. The main theatre seats 619 persons and is acknowledged as one of the state's best mid-sized facilities. It is used frequently for purposes ranging from the convocation welcoming new freshmen to appearances by touring artists in the Edgar Smith Series. Art is displayed in the lobby.

The Smith Music Hall has practice rooms, including some for ensembles, a recital hall, classrooms, and a MIDI lab.

Campbell Hall, built in 1871, and recently remodeled, houses the visual arts classrooms, studios, darkrooms, work areas and a small gallery.

The division serves students and the community in several ways:

- Preparation for professional careers in music, theatre, dance and the visual arts, with the Bachelor of Arts and the Bachelor of Science being offered in Art, Music, and The Arts (a multidisciplinary degree combining courses in all academic areas of the division), as well as a Bachelor of Arts offered in Theatre Arts. A minor in dance is also available.
- Preparation of students to enter graduate school or professional training in dance, music, theatre, and art.
- Service as a college resource in the liberal education of all Western students.
- Coordinator of cultural events for the education and entertainment of students, faculty, staff and members of the Monmouth-Independence community.
- Preparation of students to pursue 5th year certification programs in Music Education.

Special Interest Groups

Art. Students have formed the Western Potters Guild, the Monmouth-Independence Printmakers Association, and CEVA—The Committee for the Exhibition of the Visual Arts—a group which helps plan and hang exhibitions in the Campbell Hall Gallery, Werner College Center Gallery, President's Gallery, and the lobby of the Rice Auditorium.

Sales by the student groups help finance student art shows, and the Potters have purchased equipment which is on permanent loan to the college.

The art department sponsors a modest scholarship awarded annually to returning art majors.

Dance. The Western Dance Theatre, a troupe of about 40-60 students, sponsors dance workshops and performs on the mainstage each spring. Members also are involved in musical and other theatrical productions.

Music. Several voice and instrumental ensembles, large and small, attract both music majors and students interested in music who major in other areas. The ensembles include the Concert Choir, Symphonic Band, Chamber Singers, Pep Band, Western Jazz Orchestra, Western Jazz Choir and other small instrumental ensembles that are organized as interest warrants.

Mu Phi Epsilon, a professional music organization, includes outstanding students as members.

The multimedia Composers Forum is a campus organization comprised of students interested in composing music for various multimedia projects and ensembles. Students benefit and gain vital experience by collaborating with artists and organizations throughout the community, including choreographers, directors, producers, educators and music/media production specialists.

The Music Department sponsors several scholarships awarded to incoming freshmen, transfer students, and returning music majors after auditions each spring. The scholarships are financed by a vespers concert at Christmas, donations, and other fund raising activities. Some scholarships are awarded to instrumentalists to perform in the Symphonic Band.

Each of the major ensembles presents a concert at the end of each term and tours in the state in alternate years. Student recitals are encouraged and may be presented after audition and approval by the faculty.

Music faculty members also perform frequently, and guest artists often appear under the sponsorship of the division or the Associated Students of Western. Concerts are held in the Leonard W. Rice Auditorium, the Music Hall Auditorium, the College Center and on the lawns of the Music Hall and Leonard W. Rice Auditorium. Opera scenes are produced in alternate years during Spring term in Smith Recital Hall.

Theatre. A major play is presented each term on the main stage of the Leonard W. Rice Auditorium. In winter term in alternate years, the division presents a musical.

Student-directed plays also are presented, usually one per term, in the Fine Arts studio theatre. Junior and senior students apply to direct these plays, for which credit is given.

In the summer, a musical on the main stage and a studio play or a children's play are produced.

Alpha Psi Omega is a theatre honorary for outstanding students in theatre. At least one scholarship is awarded to an outstanding theatre student at the end of each school year.

Encore: The Friends of Theatre, a theatre support group, also offers an annual scholarship.

School of liberal arts & sciences

Degrees in Creative Arts

The BA/BS in Art, Music, and The Arts and the BA in Theatre Arts are awarded to students who complete 72 credit hours in a major program and a 27-hour minor in a second academic area. (All college degrees require an overall total of 62 upper-division hours.) Requirements for individual degrees are outlined below.

BA/BS in Art

This is a flexible program which is designed to develop basic principles and processes of creative problem-solving, a sophisticated level of visual thought, a strong fundamental vocabulary, and technical control of materials and processes. The program stresses both theory and studio practice beginning with a strong foundation experience in two-dimensional design, three-dimensional design and drawing. The 36-hour block of contracted courses allows the student to develop a mature, professional attitude towards the process of artistic creation and expression in one of the following areas: ceramics, graphic design, painting, printmaking, and sculpture.

Graduates of this program may choose to pursue formal graduate study in the studio arts or begin a professional career in the fine or applied arts. Graphic design students are prepared for a variety of career options such as advertising, public relations, and many others.

Prerequisites for Art Department Studio Concentrations:

All 200 level studio courses require A 115 Beginning Design: 2-D as a prerequisite.

All 300 level studio sequences must be taken in numerical order and require the prerequisite of the 200 level studio course in the concentration.

The third 300 level studio course requires the prerequisites of:

- A 116 Design: 3-D
- A 117 Design: Color
- A 130 Beginning Drawing
- A 135 Beginning Life Drawing

All 400 level studio courses require a completed 300 level studio sequence in the concentration and must be taken in numerical order.

Liberal Arts Core Curriculum	55
Art Major	72
Core courses (36 hours)	
Art History courses	12
Drawing courses	6
A 130 Beginning Drawing	
A 131 Beginning Life Drawing	
Design courses	9
A 115 Beginning Design: 2-D	
A 116 Beginning Design: 3-D	
A 117 Beginning Design: Color	
Theory	9
A 315 Intermediate Design: 2-D	
A 316 Intermediate Design: 3-D	
A 498 Professional Concerns	

Contracted Courses Art Courses	9
(minimum of two 200 level studio courses)	
3 three-course studio sequences	27
(300 or 400 level courses)	
Minor	27
Electives (may be in art)	38

Total required for degree 192

BA/BS in The Arts

(Art, Dance, Music, Theatre)

Students who major in the program may choose to concentrate their studies in any one of the component areas—Art, Dance, Music or Theatre. The background they build may lead to employment in public or private enterprises, to self-employment or to further study in one of the fine arts. Programs are designed individually by students and advisors to satisfy personal needs, interests and goals.

Liberal Arts Core Curriculum	55
The Arts Major	72
Area of Emphasis (21-24 upper-division) ...	39
Second Area (6 upper-division)	15
Third Area (3 upper-division)	12
Electives in the Arts	6
Minor	27
Electives (may be in any discipline)	38

Total required for degree 192

DANCE—Sample Program

Liberal Arts Core Curriculum	55
Arts Major	72
1st Emphasis Area-Dance-39 hours	
D 180,181,182 Beg. Modern	3
D 185,186,187 Beg. Ballet	3
D 188,189,190 Beg. Jazz	3
D 251 Introduction to Dance	3
D 280,281,282 Intermed. Modern	3
D 351 Dance Composition I	3
D 352 Dance Composition II	3
D 399 SS: WOSC Dance Theatre	3
D 380,381,382 Advanced Modern	3
D 451 Dance Production	3
D 453 Ballet from the Courts to Balanchine ..	3
D 454 Evolution of Modern Dance	3
D 455 Group Choreography	3
2nd Emphasis Area-Theatre-15 hours	
TA 245 Tech. Theatre: Lighting	3
TA 250 Basic Movement & Vocal Dev.	3
TA 251 Elements of Acting	3
TA 356 Theory of Acting	3
TA 364 Play Direction	3
3rd Emphasis Area-Music-12 hours	
Music Performance Studies in Voice	12
Electives in the Arts-6 hours	
D 285,286,287 Intermediate Ballet	3
D 253 Labanotation	3
Minor	27
Electives (may be in any discipline or may include additional work in any area of the Arts)	38

Total required for degree 192

BA/BS in Music

This program provides students with a strong foundation of music knowledge and skills and includes advanced study in the specific area of interest, such as applied music, composition, conducting, jazz and commercial or electronic music. Students graduating with a music degree from Western can pursue careers in any aspect of the music industry, graduate study or teacher certification.

The program includes a 64-hour core and a 12-hour block of upper division contracted courses. The 12-hour contract allows a student to choose course work suitable for future professional goals. The content of the contract will be determined through advisement. Each student will have a music faculty advisor to aid in planning the total program.

All music majors must pass proficiency examinations in piano and voice.

Liberal Arts Core Curriculum	55
Music Major	76
Basic Core (64 hours):	
Mus 211, 212, 213 plus labs	
Musicianship I	12
Mus 311, 312, 313 plus labs Musicianship II	
(includes lab)	15
Mus 314 Harmonic and Structural Analysis ..	3
Mus 320 Conducting I	5
Mus 360, 361, 362, 363 Music History	12
MuP Performance Studies Lower division ...	6
MuP Performance Studies Upper division ...	6
Mus Ensembles, Upper division*	6
Mus 406 (Senior Project)**	1

*At least 3 hours of lower division credit is required prior to receiving upper division credit for ensembles. (These hours may be used as electives.)

**This project would be a public presentation of a performance, a conducting recital, significant composition(s) or a scholarly paper.

Contracted Upper Division Courses (12 hours) chosen from the following:	
Mus 399 chamber Music	1-3
Mus 340, 440 Improvisation II, III	6
Mus 321 Conducting II	3
Mus 341 Piano Pedagogy	2
Mus 342 Vocal Pedagogy	3
Mus 347 Instrumental Rehearsal Techniques ..	3
Mus 351 Accompanying	3
Mus 384 Choral Rehearsal Techniques	3
MuP Performance Studies,	
Upper division	2-6
Mus 409 Practicum: Teaching Voice	2-4
Mus 409 Practicum: Teaching Piano	2-4
Mus 414 Composition & Arranging	2
Mus 415 Jazz Arranging	2
Mus 416 Counterpoint	3
Mus 418 Advanced Composition	2

School of liberal arts & sciences

Mus 419 Music & Technology	4
Mus 421 Electronic Music I	3
Mus 422 Electronic Music II	3
Mus 424 Vocal Literature	3
Mus 425 Keyboard Literature	2
Mus 455 Lyric Diction	3
Minor	27
Electives	34

Total required for degree 192
Completion of 2nd year college level foreign language leads to the B.A. degree. Completion of 12 credits of computer science/math classes (including Mus 419) leads to the B.S. degree. Prerequisites for Mus 419 are Math 111 & CS 161.

Program Examples

Emphasis in Studio Teaching

The student who is majoring in music and desires to teach privately in a home or studio should follow the outline for the degree and include the following as contracted courses. The 12 hours must be in either piano or voice, but not a combination of both.

Studio Emphasis/Piano

Mus 341 Piano Pedagogy	2
Mus 351 Accompanying	2
Mus 425 Piano Literature	2
MuP 371,471 Performance Studies: Piano ...	6
Total hours in emphasis	12

Studio Emphasis/Voice

Mus 342 Vocal Pedagogy	3
OR	
Mus 424 Vocal Literature	3
Mus 455 Lyric Diction	3
MuP 374, 474 Performance Studies: Voice ...	6
Total hours in emphasis	12

BA in Theatre Arts

Liberal Arts Core Curriculum	55
Theatre Arts Major	72
Required Core (43 hours):	
TA 110 Introduction to Theatre Arts	3
TA 244 Technical Theatre: Scenecraft	3
TA 245 Technical Theatre: Lighting	3
TA 246 Technical Theatre: Costuming	3
TA 250 Basic Movement and Vocal Development for the Theatre	3
TA 251 Elements of Acting	3
TA 252 Make-up	3
TA 253 Production Workshop (credit for participation in backstage or on-stage activities)	3
TA 301 History of the Theatre (Greece through 1650)	3
TA 302 History of the Theatre (1650-1850)	3
TA 303 History of the Theatre (1850 to Present)	3
TA 353 Advanced Production Workshop	3
TA 364 Directing	3

TA 444 Theory and Criticism of Dramatic Art	3
TA 406 Independent Study	1
Required choices from other theatre classes	17
(at least 6 hours in TA 407 seminars)	
Required choices from other allied fields in the creative arts	12
A. Students interested in acting/directing might choose classes in dance and vocal music	
B. Students interested in Technical Theatre and Design might choose classes in art history, design and drawing	
Minor	27
Electives*	38

Total required for degree 192

* Because this is a BA program, students must complete two years of foreign language.

Minors in The Arts

All minors must be planned with and approved by a Creative Arts Division advisor.

Art Minor

Option 1 - Studio Art

A 115 Beginning Design (2-D)	3
A 116 Beginning Design (3-D)	3
A 117 Beginning Design (Color)	3
A 130 Beginning Drawing	3
A 135 Beginning Life Drawing	3
Upper division electives	15
Total hours in minor	30

Option 2 - Art History

A 204 Art History: Prehistoric through Byzantine	3
A 205 Art History: Medieval through Renaissance	3
A 206 Art History: Baroque to Modern	3
A 304 Art History: Modernism I	3
A 305 Art History: Modernism II	3
A 306 Art History: Modernism III	3
Three 400 level art history courses	9

Total hours in minor 27

Dance Minor

D 180, 181, 182 Beginning Modern Dance ...	3
D 280, 281, 282 Intermediate Modern Dance	3
D 251 Introduction to Dance	3
D 351 Dance Composition I	3
D 352 Dance Composition II	3
D 451 Dance Production	3
D 453 Ballet History: From Courts to Balanchine	3
D 454 Evolution of Modern Dance	3
Elective technique courses chosen from Ballet, Jazz or Tap	6
Electives in dance (3 hours must be upper division)	6
Total hours in minor	33

Music Minor

Mus 211, 212, 213 Musicianship I	9
Mus 211L, 212L, 213L Musicianship Lab	3
Planned upper division electives (At least 6 hours, but no more than 12 hours must be in performance studies)	15

Total hours in minor 27

Theatre Minor

TA 110 Introduction to Theatre	3
TA 250 Basic Movement & Vocal Development	3
Select two from:	6
TA 244 Technical Theatre: Scenecraft	
TA 245 Technical Theatre: Lighting	
TA 246 Technical Theatre: Costuming	
TA 251 Elements of Acting	
TA 252 Technical Theatre: Make Up	
Select one from:	3
TA 301 History of Theatre (Greece through 1650)	
TA 302 History of Theatre (1650-1850)	
TA 303 History of Theatre (1850-Present)	
TA 353 Advanced Production Workshop ...	3
Upper division electives in Theatre	9

Total hours in minor 27

Teacher Preparation

Faculty advise Elementary Education students in their teaching specialties, but these students are guided in their Elementary Education major by faculty advisors of the Elementary Education Division.

Elementary Education

Academic Specialties: Art, Music, Theatre/Dance

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humanities division

Chair:

English and Writing: *Professor*—Dennis Eddings, Thomas Ferté, Richard Meyer, Joseph Soldati. *Associate Professor*—Cornelia Paraskevas, Thomas Rand, M. Elizabeth Sargent. *Assistant Professor*—Kit Andrews, Ann Bliss, Uma Shrestha.

Foreign Languages: *Professor*—Frank Balke, German; Eduardo Gonzalez-Viana, Spanish. *Associate Professor*—Cheryl Strand, Spanish. *Assistant Professor*—Koichi Ando, Japanese; Isabelle Constant, French; Gudrun Hoobler, German; A. Martin Rodriguez-Perez, Spanish.

Philosophy and Religious Studies: *Professor*—Dale Cannon, John Minahan. *Assistant Professor*—Susan Daniel.

Speech Communication: *Professor*—Robert Martin. *Associate Professor*—Molly Mayhead, Frank Nevius.

The Humanities are several branches of learning, each concerned about the uniqueness of individual humans, and together leading to a deeper understanding of the relationship between oneself and the rest of the world.

At Western, Humanities programs include instruction in the literature, writing and linguistics of five languages (English, French, German, Japanese, and Spanish), and in speech, philosophy and religious studies.

Central to the study of humanities is the consideration of that most distinctly human creation: language. Most courses in the division teach how language has been used (as in literature, philosophy and linguistics courses) and how it can be used (as in writing, the foreign languages, speech and journalism).

These courses can be combined in various ways to fulfill the intellectual and career needs of the students.

The facilities include the upper level of the Humanities and Social Science Building, where classrooms and offices of the English, foreign language, and philosophy staffs are located. Speech is located in West House.

The division serves students in these ways:

- Preparation for professional careers and graduate study, culminating in the Bachelor of Arts or the Bachelor of Science.
- Preparation of teachers of English (language arts), foreign languages, and speech. These studies lead to the Bachelor of Arts or Bachelor of Science in Secondary Education and Interdisciplinary Studies.
- Preprofessional preparation of students in journalism.
- Service to all students as a resource in their liberal education.

Special Interest Groups

Sigma Tau Delta. The Iota Sigma Chapter of the International English Honorary Society, Sigma Tau Delta, was chartered at Western in 1983 and is open by invitation to outstanding English students.

Phi Sigma Iota. This academic honorary is open to students studying modern languages at Western.

Foreign Languages. Many students participate in the French Club, German Club, Japanese Club or Spanish Club.

Philosophy and Religious Studies. The Philosophy Club sponsors many intellectually challenging events featuring visiting lecturers, panel discussions and informal discussion groups.

Speech Communication. The college's forensics (speech) team travels widely and has been one of the most successful such programs in the West over the past few years.

On-the-job experience through communication internships is available with private businesses and government agencies.

Degrees in the Humanities

Degrees in the Humanities require completion of 63 credit hours in humanities courses, including 36 hours in upper-division courses. The major must be complemented by a minor that includes 15 hours of upper-division courses. (All college degrees require an overall total of 62 hours of upper-division courses).

Four degrees are offered: English, Humanities, Spanish, and Speech Communication.

BA in English

The English major is made up of a core of courses covering the major aspects of English (literature, writing, and language).

Liberal Arts Core Curriculum	55
Foreign Language Requirement	12-24
English Major	63
Math 105 and CS 101	6
Literature Core (33 hours)	
Eng 223 Approaches to Literature	3

Eng 304, 305, 306 English Literature I, II, III ..	9
Eng 307, 308, 309 American Literature I, II, III (Choose 2)	6
Eng 345 Shakespeare	3
Choose 1:	3
Eng 318 The Bible as Literature	
Eng 385 Introduction to Folklore	
Eng 387 Studies in Mythology	
Eng 475 Studies in Folklore	
Choose 1:	3
Eng 351 The Short Story	
Eng 356 Studies in Poetry	
Eng 360 Studies in Drama	
Eng 366 Studies in the Novel	
Eng 456 Form and Meaning in Film	
Eng 457 Modern Poetry	
Eng 463 Modern Drama	
Eng 468 The Modern Novel	
Choose 1:	3
Eng 436 Advanced Shakespeare	
Eng 447 The Study of Major Figures in Literature	
Choose 1:	3
Eng 484 Comedy	
Eng 485 Tragedy	
Eng 486 Satire	
Writing Core (12 hours)	
Wr 224 Writing about Literature	3
Wr 414 Advanced Composition	3
Wr 430 The History of Composition and Rhetoric	3
Choose 1:	3
Wr 321 Business and Technical Communications	
Wr 341 Creative Writing	
Wr 399 Special Studies	
Wr 409 Writing Practicum and Seminar	
Wr 440 Teaching of Writing	
Wr 441 Advanced Creative Writing	
Wr 450 Writing for Publication	
Wr 311 Advanced Journalistic Writing	
Language Core (9 hours)	
Eng 215 Basic Grammar	3
Eng 310 The Nature of the English Language	3



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Choose 1:	3
Eng 470 Modern American Usage	
Eng 490 History of the English Language	
Eng 492 The Structure of the English Language	

Approved electives in English, writing, humanities, journalism, speech, philosophy, theatre arts; OR upper division foreign language 9 hours

Total required for degree 192

BA/BS in the Humanities

The Humanities major is an interdisciplinary major combining study according to the student's needs and interests in two or more of the following fields: English, French, German, Japanese, Spanish, philosophy and religious studies, speech communication, or journalism. The emphasis in the major is determined with the help of an advisor. Possible emphases include communications, foreign languages, and philosophy / religion / mythology.

BA in the Humanities

Liberal Arts Core Curriculum	55
CS 101 and Mth 105	6
Foreign Language Requirement	12-24
Writing Intensive courses	(6)
Major	63
Minor	15
Electives	29-41

Total required for degree 192

BS in the Humanities

Liberal Arts Core Curriculum	55
CS and Mth courses at least one from each	12
1. Suggested Math courses: Mth 111, Mth 112, Mth 241, Mth 243, Mth 251	
2. Suggested Computer Science courses: CS 121, CS 161	
Humanities Major	63
Minor	15
Writing Intensive courses	(6)
Diversity courses	(6)
Electives	47

Total required for degree 192

BA in Spanish

The degree in Spanish prepares students for graduate school or employment in business, governmental agencies, social work, or the travel industry. Proficiency in the Spanish language and knowledge of the Hispanic culture will assist the graduate of this program in many other areas of employment because of the increasing Hispanic population of this country.

Liberal Arts Core Curriculum	55
CS 101 and Mth 105	6
Writing Intensive courses	(6)
Spanish Major	63
Span 101,102,103 First Year Spanish	12
Span 201,202,203 Second Year Spanish	12
Span 301,302,303 Spanish Composition and Conversation	12
Span 338 Hispanic Culture and Civilization: Spain	3
Span 339 Hispanic Culture and Civilization: Latin America	3
Upper Division Spanish Electives (Choose seven, four must be 400 level)	21
Span 350 Spanish Pronunciation and Phonetics	
Span 361 Hispanic Poetry	
Span 362 Hispanic Drama	
Span 363 Hispanic Novel	
Span 380 Applied Linguistics	
Span 401, 402, 403 Advanced Spanish Composition and Conservation	
Span 411 Spanish Literature I: Medieval	
Span 412 Spanish Literature II: Golden Age	
Span 413 Spanish Literature III: 18th and 19th Century	
Span 414 Spanish Literature IV: Generation of 1898	
Span 415 Spanish Literature V: 20th Century	
Span 441,442,443 20th Century Latin American Literature	
Span 480 History of the Spanish Language	
Span 490 Studies in Spanish Literature	
Span 491 Studies in Latin American Literature	
Minor	15
Electives	53

Total Required for Degree 192

BA/BS in Speech Communication

The degree in Speech Communication prepares students for employment in an information-based economy or for graduate school. This degree program acquaints students with communication theories and their applications to interpersonal, small group, public, and mass media contexts.

Liberal Arts Core Curriculum	55
Speech/Communication Major	57
Interpersonal Communication (Choose three)	9
Sp 112 Interpersonal Communication	
Sp 120 Communicative Voice and Articulation	
Sp 325 Intercultural Communication	
Sp 350 Effective Listening	
Sp 431 Nonverbal Communication	
Public Communication (Choose four)	12
Sp 239 Oral Interpretation of Literature	
Sp 321 Influencing Through Argument	
Sp 322 Persuasion	
Sp 323 Group Discussion and Leadership	
Sp 324 Business and Professional Speaking	
Theory and Criticism (Choose three)	9
Sp 326 Communication and Controversy: Freedom of Speech	
Sp 412 The Criticism of Public Discourse	
Sp 432 Rhetoric of Western Thought	
Sp 439 Contemporary Public Address	
Mass Communication	12
Sp 211 Introduction to Mass Media	
Sp 236 Contemporary Issues in American Broadcasting	
Sp 342 TV and the Viewer	
Sp 426 Language of the Mass Media	
Electives	15
Electives in Speech, Writing, Journalism, and those courses with Hum prefixes (Hum 409, Internship, not to exceed 6 hours). Students will be encouraged to take Wr 321, Business and Technical Communications, as a Writing elective.	
For the BS Degree	
CS and Math courses at least one from each	12
1. Suggested Math courses: a. Mth 111 (College Algebra) b. Mth 243 (Introduction to Probability and Statistics)	
2. Suggested Computer Science Courses: a. CS 121 (Computer Application is Business) b. CS 221 (Advanced Computer Applications in Business)	
Diversity courses	(6)
Writing Intensive courses	(6)
Minor	15
Electives	53

For the BA Degree	
Foreign Language requirement	12-24
CS 101 and Mth 105	6
Writing Intensive courses	(6)
Minor	15
Electives	35

Total Required for Degree 192

Minors in the Humanities

All minors must be planned with and approved by a Humanities Division advisor.

English Minor

15 approved upper division hours of English, Journalism, or Writing courses.

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French Minor

15 approved upper division hours in French.

German Minor

15 approved upper division hours in German.

Humanities Minor

15 approved upper division hours in Humanities.

Philosophy Minor

27 hours: 15 hours upper division courses, made up of:

- Phl 201 Introduction to Philosophy 3
- Phl 231 or 232 Principles of Reasoning 3
- Phl 202 or 281 Ethics 3
- Phl 311, 313, 314, and/or 316 History of Philosophy 9
- Electives in Philosophy or Religious Studies 9

at least 6 hours of which must be upper division, to be selected among available courses in Philosophy or Religious Studies, including any of the courses listed above that are not otherwise taken.

The course that is selected to meet the LACC requirement in Philosophy and Religious Studies may not be counted in the 27 hours of the Minor.

Spanish Minor

15 approved upper division hours in Spanish.

Speech Communication Minor

27 approved hours, including 15 upper division hours.

Writing Minor

15 approved upper division hours in Writing.

Preprofessional Transfer Program in Journalism

Electives may include courses in journalism. However, the student is advised that these credits will be counted in the maximum total of 46 hours of journalism permitted by the National Accrediting Association of Professional Journalism Schools. Electives may be substituted for the journalism courses in the second year.

First Year

Wr 135 English Composition	3
Sp 111 Fundamentals of Speech	3
Hst 101, 102, 103 History of Civilization, or Hst 201, 202, 203 History of the United States	9
Eng 104, 105, 106 Types of World Literature, or Eng 107, 108, 109 Literature of the Western World	9
Bi 101, 102 General Biology	8
Physical education courses	3
Electives	12
Total first year	47

Second Year

Writing elective	
J 211 Introduction to Mass Communications	3
J 212 Reporting	3
J 213 Copyediting and Makeup	3
PS 201 American National Government	3
PS 202 State and Local Government	3
Social science or psychology sequence	9
GS 104, 105, 106 Foundations of Physical Science	12
Total second year	48

Teacher Preparation

Faculty advisors in the Humanities Division assist students in the major programs in Secondary Education listed below. They also advise Elementary Education students in their academic specialties, but these students are guided in their Elementary Education major by faculty advisors in the Elementary Education Division.

Secondary Education

Majors: English Language Arts, Foreign Language (French, German, Spanish)

Elementary Education

Academic Specialties: English Language Arts, Foreign Language (French, German, Spanish)

Foreign Study Program

The Oregon State System of Higher Education sponsors overseas study centers in France, Germany, Japan, Ecuador, China and Hungary. These programs usually are on a year-long basis. In addition, the State System participates in liberal arts programs of shorter duration in England, France, Germany, and Mexico. The programs are described below. Further information is available from Western's Office of International Education and Services.

Study Centers

France. The Oregon Study Center in France is at the University of Poitiers, in Poitiers, a moderate-sized city in western France. The program concentrates on language, literature, and culture. Most students are placed in the Institute for Foreigners where they continue their study of the French language and literature. Those who are sufficiently qualified in French and prepared in subject matter may take some or all of their courses at the University of Poitiers.

Germany. The Oregon Study Center in Germany, with headquarters in Stuttgart, offers the opportunity to study at the universities of Stuttgart, Tübingen, Konstanz, Hohenheim, Freiburg and Ulm, as well as at a few other participating German universities and institutes in Baden-Württemberg. The program consists of language and general university courses. Classes begin in September with a four-week orientation course in Tübingen. Students who are proficient in German may then enroll in regular courses at the university of their choice in October. Other students will continue to take German language instruction along with their university classes.

Japan. The Oregon Study Center in Japan, with its headquarters at Waseda University in Tokyo, offers the opportunity to study Asian humanities and social sciences at Waseda's International Division from September through June; or, students may apply to study international business, management, international relations and economics at the School of International Politics, Economics and Business (SIPEB) at Aoyama Gakuin University in Tokyo from April to February with a summer break in July and August. All courses in both programs are taught in English with the exception of Japanese language which is a required course.

One-term Programs

Programs are currently located in London, England; Avignon, France; Köln, West Germany; and Ecuador. Language proficiency requirements vary.

In these centers, which are sponsored by the Northwest Inter-Institutional Council on Study Abroad, students may attend any quarter or series of quarters at any site. Instruction is provided by faculty members from the Northwest and by British, French, German, and Mexican adjunct faculty members. Curriculum changes quarterly, with emphasis on civilization and culture, language, literature, art, history, political science, and general humanities. Excursions are an integral part of each program.

School of liberal arts & sciences

natural sciences and mathematics division

Chair: Arlene Courtney

Biological Sciences: *Professor*—Neal Bandick, J. Morris Johnson, David McCorkle, Lowell Spring. *Associate Professor*—Lonnie Guralnick, Robert Turner. *Assistant Professor*—Robin Pettit.

Earth and Physical Sciences: *Professor*—Ray Brodersen, Geology; Arlene Courtney, Chemistry; Guy Rooth, Geology. *Associate Professor*—Rahim Kazerouni, Chemistry; Pete Poston, Chemistry.

Mathematics: *Professor*—James Barnard. *Associate Professor*—Steven Douglass, Donald Pierce, Leon Roland. *Assistant Professor*—Thomas Linton, Dennis Williams.

Teaching scientists and mathematicians of the Natural Sciences and Mathematics Division are keenly aware of their responsibilities of absorbing, analyzing and communicating the elements of the information explosion in scientific fields. As teachers, they believe that their primary function is to explain the foundations and principles so students will become scientifically and mathematically literate. At the same time, they believe that students should understand the contributions of science and mathematics to the welfare of mankind and the environment.

Three departments make up this division: Biological Sciences, Earth and Physical Sciences, and Mathematics. Each is committed to excellence in educating students. Faculty engage in research and participate in professional organizations, thus staying abreast of developments in their fields.

The division is housed in the Natural Sciences Building and in Arnold Arms. The faculty takes advantage of opportunities for field studies in Oregon's geographical setting. Their instruction is enriched by biological and physical illustrations taken while on these field trips. The Malheur Field Station is used frequently as a center for field activities.

The division serves students in four ways:

- Preparation for professional careers in various fields, and for further study in graduate schools. This preparation is validated by the awarding of the Bachelor of Arts or Bachelor of Science in Natural Sciences, Biology, Chemistry and Mathematics.

- Preparation of teachers in the Natural Sciences and Mathematics. Degree programs

have been developed in each academic area to prepare students to teach Biology, Earth and Physical Sciences and Mathematics in secondary schools. For students planning to teach in elementary schools, a concentration is suggested in the Natural Sciences or Mathematics (see the following degree programs).

- Preparation of students for professional schools in the health sciences and technologically oriented fields.

- Service as one of the college resources in the liberal education of all Western students.

Special Interest Groups. Natural Sciences and Mathematics clubs exist to bring students and faculty together in both formal and informal settings.

Mathematics Resource Center. The center in Room 308 of Arnold Arms is designed primarily for teacher candidates. It contains materials of the Creative Publications catalog and the Cuisenaire catalog. All materials may be checked out.

Degrees in the Sciences

The BA/BS degrees are offered in Biology, Chemistry, Natural Science (several options) and Mathematics. Students must complete major requirements in one field and a minor (including at least 15 upper-division hours) in a second academic area. (All college degrees require an overall total of 62 upper-division hours.)

BA/BS in Biology

Students seeking a strong background in biology may complete either the Biology Major with one of its two options or take the Molecular Biology/Biochemistry option under the BA/BS in Natural Sciences. The General Biology option under the Biology Major is recommended for persons seeking a strong general background. The Zoology, Botany, Ecology option is appropriate for persons planning to pursue graduate study in one or more of the listed areas.

Liberal Arts Core Curriculum	55
Biology Major Core	50-52
Bi 211, 212, 213 Principles of Biology	12
Bi 331 General Microbiology	4

Bi 341 Genetics	3
Bi 357 General Ecology	4
Bi 388 Cell Biology	4
Bi 446 Evolution	3
Ch 221, 222, 223 General Chemistry	12
Either CS 161 Survey of Computer Science, AND	
Mth 243 Introduction to Probability and Statistics	8
OR	
Mth 251 and 252 Calculus I and II	10

Option for General Biology	23
Bi 321 Systematic Field Botany	4
G 351 Elements of Geology	3
Field Biology of Animals (choose 1):	4
Bi 317 Vertebrate Natural History	
Bi 361 Marine Biology	
Bi 474 Entomology	
Anatomy (choose 1):	4
Bi 371 Structure of Seed Plants	
Bi 324 Comparative Vertebrate Anatomy	
Physiology (choose 1):	4
Bi 330 Plant Physiology	
Bi 434 Animal Physiology	
Cell/Development/Immunology (choose 1):	4
Bi 438 Human Histology	
Bi 326 Vertebrate Embryology	
Bi 432 Immunology	

Option for Zoology, Botany, Ecology	24
Ch 334, 335, 336 Organic Chemistry	12
Upper-division biology courses to be selected with the approval of a Biology advisor	12

Minor	27
Electives	34-37

Total required for degree 192

Note: If a Biology major selects Chemistry as a minor, the General Chemistry and Organic Chemistry sequences are to be replaced by either Ph 201, 202, 203 or Ph 211, 212, 213 plus 12 hours of additional upper-division Biology courses.

School of liberal arts & sciences

Biology Minor

A Biology minor must include Bi 211, 212, and 213, or an equivalent sequence, and at least 15 hours of upper-division course work. Work beyond the introductory sequence must be approved by a Biology Department advisor before it is taken.

BA/BS in Chemistry

This program is designed as a preparation for professional work in chemistry, graduate work in pure or applied chemistry, or as a core for pre-professional training in the health science fields. Coupling this program with an appropriate minor allows students to enter related sciences such as biochemistry, forensics, oceanography, and the environmental or atmospheric sciences. The chemistry core curriculum consists of coursework in general, organic, analytical and physical chemistry accompanied by a significant laboratory component plus study in either inorganic, biochemistry or instrumentation via limited electives. The remainder of the program consists of career supportive electives. The elective courses offered, and their sequence, will depend on resources available and student demand.

The ideal high school preparation for a prospective chemistry major includes chemistry, physics and a minimum of three years of mathematics. To enter the chemistry program, students should have a minimum of Mth 101 equivalency. To enter the senior level (400) courses, students must have completed Ph 213* and Mth 253.

Liberal Arts Core Curriculum 55 Chemistry Major 72

B.A. Chemistry Degree Requirements:

Mathematics (Mth 253)
Information Systems (CS 162)
Completion of the third term of the second year of a foreign language course.

B.S. Chemistry Requirements:

Mathematics (Mth 252, 253)
Information Systems (CS 162)

BS. and B.A. Degrees:

A total of 6 credits in courses identified in the catalog as addressing multicultural, linguistic or ethnic diversity in a significant way.

The Writing Intensive Courses CH 350, Ch 407, Ch 461 and Ch 462.

*The sequence Ph 211, 212, 213 is to be completed as the LACC science requirement.

Chemistry Core	64
Ch 221,222,223 General Chemistry	12
Ch 334,335,336 Organic Chemistry	12
Ch 312 Quantitative Analysis	4
Ch 313 Instrumental Analysis	4
Ch 350 Chemical Literature	1
Ch 440,441,442 Physical Chemistry	9
Ch 461,462,463 Experimental Chemistry	6
Ch 407 Seminar	1
Mth 251,252,253 Calculus I, II, III	15
Limited Electives: (6 hours from the following)	
Ch 411,412 Advanced Inorganic Chemistry	6
Ch 450,451 Biochemistry I & II	6

Ch 354 Computational Chemistry	2
Ch 471 Chemical Instrumentation	4
Electives in Science, Mathematics or Computer Science	2

Minor	27
Electives	38

Total required for degree 192

BA/BS in Natural Science

The division offers options for a BA/BS in Natural Science with concentrations in earth science, geology, chemistry/physics and molecular biology/biochemistry.

Chemistry/Physics Option

This program can be used to prepare the student for further study in such fields as chemistry, forensics, oceanography and some of the environmental sciences.

Liberal Arts Core Curriculum 55 Natural Science/Chemistry/ Physics Option 72

B.A. Degree Requirements:

Mathematics (Mth 251)
Information Systems (CS 161)
Completion of the third term of the second year of a foreign language course.

B.S. Requirements:

A combined total of 12 credit hours of coursework in Mathematics, and Computer Science including Mth 251 and CS 161

Six credit hours in courses identified in the catalog as addressing multicultural, linguistic or ethnic diversity in a significant way.

Writing Intensive Courses

CH 350 and any others designated W from the catalog to total 6 hours of writing intensive.

Ch 221, 222, 223 General Chemistry	12
Ch 312 Quantitative Analysis	4
Ch 313 Instrumental Analysis	4
Ch 334, 335, 336 Organic Chemistry	12
Ch 340 Elementary Physical Chemistry	4
Ph 211, 212, 213 General Physics with Calculus	12
Ph 311, 312 Introduction to Modern Physics	8
Mth 251, 252 Calculus I and II	10
Approved electives in the Natural Sciences or Math	6
Minor	27
Electives	38

Total required for degree 192

Chemistry Minor

This minor is offered for students wishing to gain a background in chemistry or who are preparing for careers in the biological sciences or health related fields.

Ch 221, 222, 223 General Chemistry	12
Ch 334, 335, 336 Organic Chemistry	12
Approved upper-division elective in chemistry	3-4

Total in minor 27-28

Earth Science Option

This option is for students desiring a broad training in earth science for business, graduate school or governmental agencies.

Liberal Arts Core Curriculum 55 Earth Science Option 72

B.A. Degree:

Mathematics (Mth 105 or above)
Information Systems (CS 101 or above)
Completion of the third term of the second year of a foreign language course

B.S. Degree:

A combined total of 12 credit hours in Mathematics, Computer Science or a designated Statistics class to include CA 161, Mth 111, Mth 112 or Mth 243, and 6 credit hours identified in the catalog as addressing multicultural, linguistic or ethnic diversity in a significant way.

Writing Intensive Courses:

6 credit hours of writing intensive which may include G 322 Geomorphology and one other course designated WIC from the catalog.

Lower-division core (32)

Bi 101 General Biology	4
Bi 102 or 103 General Biology	4
Ch 104, 105, 106 Introductory Chemistry	12
Ph 201, 202, 203 General Physics	12

Upper-division core (23)

G 351 Elements of Geology	4
GS 331 Introduction to Oceanography	3
GS 351 Elements of Astronomy	3
GS 390 Basic Meteorology	3
G 440 Fossils of Oregon	4
G 450 Rocks and Minerals	3
G 453 Geology of the Pacific Northwest ..	3
Upper-division Earth Science electives	9
Upper-division Science electives	8

Minor	27
Electives	38

Total required for degree 192

Earth Science Minor

This minor is offered for students wishing a generalized background in Earth Science.

G 351 Elements of Geology	3
GS 331 Introduction to Oceanography	3
GS 351 Elements of Astronomy	3
GS 390 Basic Meteorology	3
G 453 Geology of the Pacific Northwest	3
Electives in Earth Science	12

Total in minor 27

School of liberal arts & sciences

Geology Option

This option is for students wishing to attend graduate school to prepare for careers in Geology or Geological Oceanography. Students should discuss specific requirements for graduate programs with an advisor.

Liberal Arts Core Curriculum 55

Geology Option 72

B.A. Geology Option:

Mathematics (Mth 105 or above)

Information Systems (CS 101 or above)

Completion of the third term of the second year of a foreign language course

B.S. Geology Option:

A combined total of 12 credit hours in Mathematics, Computer Science or a designated Statistics class to include CS 161, Mth 111, Mth 112 or Mth 243.

and 6 credit hours identified in the catalog as addressing multicultural, linguistic or ethnic diversity in a significant way.

Writing Intensive Courses:

G 201, 202, 203 will satisfy the W requirement.

Core courses:

G 201, 202, 203 Geology 12

Choose 1 of the following sequences: 12

Ch 104, 105, 106 Introductory Chemistry

Ch 221, 222, 223 General Chemistry

Choose 1 of the following sequences: 12

Bi 101, 102, 103 General Biology

Bi 211, 212, 213 Principles of Biology

Ph 201, 202, 203 General Physics

Ph 211, 212, 213 General Physics with

Calculus

Geology courses:

G 321 Structural Geology 3

G 322 Geomorphology and Aerial Photo

Interpretation 3

G 392 Stratigraphy and Sedimentation 3

G 440 Fossils of Oregon 4

G 453 Geology of the Pacific Northwest 3

G 450 Rocks and Minerals 3

Approved upper-division science or math

electives 17

Minor 27

Electives 38

Total hours required for degree 192

Geology Minor

This minor is offered for students wishing a broad geology background. (All minors must include at least 15 hours of upper-division course work.)

Choose 1: 3-4

G 201 Geology

G 351 Elements of Geology

G 450 Rocks and Minerals 3

G 453 Geology of the Pacific Northwest 3

Approved electives in geology 17-18

Total in minor 27

Geology/Resources Minor

This minor is offered for students in business, social science or other fields wishing backgrounds in resources.

G 201, 202, 203 Geology 12

G 450 Rocks and Minerals 3

G 460 Mineral Resources 3

G 476 Water Resources 3

G 473 Environmental Geology 3

Upper-division elective in Earth Science 3

Total in minor 27

Molecular Biology/Biochemistry Option

This major, which requires a Chemistry minor, will provide a broad background in molecular biology and biological chemistry. This program will prepare the student for graduate study in chemistry, biochemistry, molecular biology, physiology or pharmacology and for various health science professional schools. Students with this major will

be prepared for employment in the rapidly expanding biotechnology field.

Liberal Arts Core Curriculum 55

Molecular Biology/Biochemistry

Major 73

B.A. option:

Mathematics (Mth 243)

Information Systems (CS 161)

Completion of the third term of the second year of a foreign language course.

B.S. option:

Mathematics (Mth 243, 251)

Information Systems (CS 161)

B.A. and B.S. Degrees:

A total of 6 credit hours in courses identified in the catalog as addressing multicultural, linguistic or ethnic diversity in a significant way.

Writing Intensive Courses:

Ch 350 plus any combination of courses designated W in the catalog to total 6 credit hours.



Early science lab.

School of liberal arts & sciences

Bi 211, 212, 213 Principles of Biology	12
Bi 341 Genetics	3
Bi 388 Cell Biology	4
Bi 446 Evolution	3
Mth 251, 252 Calculus I and II	10
Ph 211, 212, 213 Physics	12
The above courses, and General and Organic Chemistry, will be completed during the first two years. The courses listed below will be completed during the last two years.	
Bi 475 Molecular Biology	4
Ch 450, 451 Biochemistry I and II	6
Mth 243 Introduction to Statistics	3
Bi 331 General Microbiology	4
Bi 432 Immunology	4
Bi 434 Animal Physiology	4
An additional 4 hours of upper-division courses in Biology, Chemistry, Computer Science or Mathematics are required to complete the major	
Minor - Chemistry (required for this major)	28
Ch 221, 222, 223 General Chemistry	12
Ch 312 Quantitative Analysis	4
Ch 334, 335, 336 Organic Chemistry	12
Electives	36

Total required for degree 192

Technological Applications Minor

This minor is offered for students in Business, Law Enforcement or related areas.

Ch 104, 105, 106 Introductory Chemistry or	
Ph 201, 202, 203 General Physics	12
GS 361 Energy and Resources in Perspective	3
G 460 Geology of Mineral Resources	3
G 476 Water Resources	3
Upper-division science or mathematics electives	6

Total in minor 27

Physics Minor

Ph 211, 212, 213 General Physics with Calculus	12
Ph 311, 312 Introduction to Modern Physics	8
Upper-division chemistry, physics or mathematics electives	7

Total in minor 27

Additional Minors in Natural Sciences

Additional minors may be designed with the help of a divisional advisor.

BA/BS in Mathematics

The major in Mathematics is a flexible program which allows students to choose areas of concentration to meet their needs and interests.

Liberal Arts Core Curriculum	55
Mathematics Major	72
Lower-division Core: (23)	
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III Sequences and Series ..	3
Mth 254 Vector Calculus	4
CS 162 Intro Computer Science I	4
Upper-division Core: (25)	
Mth 307 Seminar	1
Mth 311 Advanced Calculus I	4
Mth 312 Advanced Calculus II	4
Mth 341 Linear Algebra	4
Mth 344 Group Theory	3
Mth 345 Ring Theory	3
Mth 365 Mathematical Probability	3
Mth 366 Mathematical Statistics	3
Upper Division Electives in Mathematics ..	12
BA/BS Core: (12)	
Mth 307 Seminar	1*
Mth 313 Advanced Calculus III	4
Mth 403 Thesis	4
Advanced Topic	3
Choose one:	
Mth 410 Analysis, Mth 420 Applied, Mth 430 Geometry, Mth 440 Algebra, Mth 460 Probability	
*In addition to the one credit required in the Upper Division Core.	
Minor	27
Electives	38
Total required for degree	
192	

Mathematics Minor

Each of the mathematics minor options allows students to become competent in an area of mathematics related to their major program of study at Western.

Mathematics Option

Mathematics Minor Core	15
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Approved upper-division mathematics courses	15
(excluding Mth 391 through 398)	

Recommended for Computer Science Majors:

Mathematics Minor Core	15
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Mth 254 Vector Calculus	4
Mth 341 Linear Algebra	4
Mth 354 Discrete Structures I	3
Mth 355 Discrete Structures II	3
Mth 451 Numerical Analysis	3
One additional mathematics course	

Recommended for Business Majors:

Mathematics Minor Core	15
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Mth 254 Vector Calculus	4
Mth 341 Linear Algebra	4
Mth 354 Discrete Structures I	3
Mth 365 Mathematical Probability	3
Mth 366 Mathematical Statistics	3
One additional mathematics course	
Note: Business Majors seeking a Mathematics minor must take Mth 251 and Mth 252 instead of Mth 241 and Mth 242.	

Secondary Education Option:

Mathematics Minor Core	15
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Mth 354 Discrete Structures I	3
Mth 337 Geometry	3
Mth 346 Number Theory	3
Mth 397 Sec. Problem Solving	3
Choose one:	3-6
Mth 393 Elementary Probability	
Mth 365 Mathematical Probability and Mth 366 Mathematical Statistics	

Elementary Education Option:

15 credit hours of approved upper division mathematics courses chosen from:	
Mth 391 Math Models	3
Mth 392 Introduction to Abstract Algebra	3
Mth 393 Probability and Statistics for Elementary Teachers	3
Mth 394 Introduction to Geometry	3
Mth 395 Integrated Math for Elementary Teachers	3
Mth 396 Elementary Problem Solving	3
Mth 398 Integrated Math for Elementary Teachers II	3

Business Option:

Mathematics Minor Core	15
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Mth 254 Vector Calculus	4
Mth 257 Multivariate Calculus	4
Mth 341 Linear Algebra I	4
Mth 354 Discrete Structures I	3
Mth 363* Linear Programming and Games ..	3
Mth 365 Mathematical Probability	3
Mth 366 Mathematical Statistics	3
*BA 368 Quantitative Methods II may be substituted.	

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Computer Science Option:

Mathematics Minor Core	15
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Mth 341 Linear Algebra I	4
Mth 254 Vector Calculus	4
Mth 257 Multivariate Calculus	4
Mth 355 Discrete Structures II	3
Choose 2:	6-7
Mth 314 Differential Equations	
Mth 451 Numerical Analysis	
Mth 441 Linear Algebra II	

Total hours in minor 30-37

Teacher Preparation

Faculty advisors in the division assist students in the major programs in Secondary Education, listed below. They also advise Elementary Education students in their teaching specialties, but these students are guided in the Elementary Education Major by faculty advisors of the Elementary Education Division.

Secondary Education

Majors: Biology, Earth Science, Mathematics

Elementary Education

Academic Specialties: Mathematics, Science

Preprofessional Studies in: Dentistry*, Medicine, Podiatry

The following curriculum is based upon the entrance requirements of the professional schools. Admission to all of these schools is highly competitive. Students should contact the schools of their choice as early as possible. Moreover, Western students should take advantage of the help the preprofessional advisor can provide in preparation for and during the admission process.

These professional schools strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Very few students are admitted to these professional schools at the end of their third year. Therefore, all students should arrange their courses so that they may receive a bachelor's degree of their choice from Western.

*Predental students may major in Biology, Natural Science (including customized options), or other disciplines. Western students who plan to enter dental school before receiving their bachelor's degree should arrange their courses so that they may qualify for the Western bachelor's degree in Natural Sciences after they enter dental school. This can be accomplished if the three-year

predental program includes at least 144 credit hours and meets all degree requirements except for upper-division sciences courses. These may be transferred from the OHSU Dental School to complete the Natural Sciences major and the total number of hours needed for graduation.

First Year

Wr 135 English Composition	3
Bi 211, 212, 213 Principles of Biology	12
Ch 221, 222, 223 General Chemistry	12
Mth 111 College Algebra	4
Mth 112 Elementary Functions	4
*Mth 251 Calculus I	5
Sp 111 Fundamentals of Speech	3
Physical Education activity courses	3
Electives	4

Total hours first year 50

Second Year

Writing Elective	3
Sequence in Psychology	9
Sequence in Literature	9
*Ch 312, 313 Quantitative Analysis	8
Mth 252 Calculus II	5
Ph 201, 202, 203 General Physics	12
PE 131 Individual Health and Fitness	2
Electives	6

Total hours second year 54

Third Year

Wr 323 Intermediate Exposition	3
or	
Wr 414 Advanced Composition	
Sequence in Social Science	9
Bi 324 Comparative Vertebrate Anatomy	4
Bi 326 Vertebrate Embryology	4
Bi 341 Genetics	3
Bi 434 Comparative Animal Physiology	4
Ch 334, 335, 336 Organic Chemistry	12
Electives	9

Total hours third year 48

*Not needed for predentistry

Veterinary Medicine

Oregon residents are eligible for admission to a tri-state veterinary program to which Oregon, Idaho, and Washington cooperatively provide financing and facilities. The following curriculum is based on requirements for admission to the tri-state program. Facilities are located at Oregon State University, Washington State University and the University of Idaho Veterinary Teaching Center in Caldwell, Idaho. Oregon residents admitted to the tri-state program will spend their first year at OSU and their second year and a half at WSU. The location(s) for their last year and a half varies in accordance to student interest and goals.

Western Oregon State College's preveterinary curriculum is designed so students can enter the professional program after three years of preveterinary work.

(Currently the tri-state program is admitting students with an average of 3.3 years of college work.) With proper planning students who transfer to the tri-state program after three years can earn a Bachelor's Degree from WOSC after finishing the first year of Veterinary School.

Schools of Veterinary Medicine strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

First Year

Wr 135 English Composition	3
Bi 211, 212, 213 Principles of Biology	12
Ch 221, 222, 223 General Chemistry	12
Mth 111 College Algebra	4
Sp 111 Fundamentals of Speech	3
Sequence in Literature or Social Science	9
Philosophy or Religion Course	3
PE 131 Individual Health and Fitness	2

Total hours first year 48

Second Year and Third Years

In addition to the Liberal Arts Core and courses counting toward a Natural Science major, students should complete the following courses that are specifically required for admission to the tri-state school:

Ch 334, 335, 336 Organic Chemistry	12
Ch 450 Biochemistry I	3
Ph 201 General Physics	4
Bi 341 Genetics	3

Prenursing

Western offers two years of prenursing study. Two more years of preparation at one of the four campuses of the Oregon Health Sciences University (OHSU) School of Nursing lead to the bachelor's degree and qualification for the state examination of nursing registration.

Admission to schools of nursing is highly competitive, so students should be in contact with schools of their choice as early as possible.

The OHSU School of Nursing requires 91 credit hours in the two prenursing years before a student may be admitted to the nursing program. The courses required during these two years are included in the suggested schedule shown below. Since there is some flexibility in these course requirements, students interested in nursing are strongly urged to contact Western's prenursing advisor as soon as they select this course of study.

Following is Western's recommended prenursing program:

School of liberal arts & sciences

First Year

Bi 101, 102 General Biology	8
Bi 334 Human Gross Anatomy & Physiology	3
Ch 104, 105, 106 Introduction Chemistry	12
HE 325 Nutrition	3
Wr 135 English Composition	3
Writing Electives	6
English Literature	3
Electives	6

Total hours first year 44

Second Year

Anth 216 Introduction to Cultural Anthropology	3
Bi 335 Human Anatomy and Physiology	4
Bi 218 Elements of Microbiology	3
Bi 336 Human Histology & Physiology	4
Mth 243 Introduction to Probability and Statistics	4
Psy 201 General Psychology	3
Psy 311 Developmental Psychology	3
Soc 223 Theoretical Foundations of Sociology	3
Sp 111 Fundamentals of Speech	3
Sp 112 Interpersonal Speech Communication	3
Social Science Elective	3
Arts, Literature, or Humanities Electives	9
Mth 111 College Algebra	4

Total hours second year 48

Dental Hygiene

This four-year program is offered jointly by Western and the Oregon Health Sciences University Dental School. Students take their first two years at Western, completing certain liberal arts requirements for the bachelor's degree in Dental Hygiene, which is granted by the Health Sciences University upon completion of the junior and senior years at the Dental School.

Admission to the junior year of the program is highly competitive, and students should make early contact with the Dental School.

The following courses meet requirements for admission to the junior year of the program. A minimum of 93 credit hours must be completed for admission. Additional information may be found in the Dental School catalog.

Schools of Dentistry and Dental Hygiene strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

First Year

Anth 216 Introduction to Cultural Anthropology	3
Bi 101, 102, 103 General Biology, OR Bi 211, 212, 213 Principles of Biology	12
Ch 104,105,106 Introductory Chemistry	12
Psy 201 General Psychology	3
Sp 111 Fundamentals of Speech	3
Wr 135 English Composition	3
Physical Education activity courses	3
Electives	8

Total hours first year 47

Second Year

HE 250 Personal Health	3
HE 325 Nutrition	3
Ph 201,202,203 General Physics	12
Soc 225 Social Problems	3
Writing Elective	6
Humanities courses	6
Electives	18

Total hours second year 51

Premedical Technology

Western offers the courses required for application for admission into the Oregon Health Science University's Medical Technology Program. The OHSU program requires successful completion of 135 quarter hours (about 3 years) before entrance into the 12-month Medical Technology Program at the OHSU campus in Portland. A student interested in this program must submit a completed application to OHSU by December 1 of his/her third year at Western.

Medical Technology schools strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Interested students should contact Western's Premedical Technology advisor for information on recommended elective courses.



School of liberal arts & sciences

First Year

Bi 211, 212, 213 Principles of Biology	12
Ch 221, 222, 223 General Chemistry	12
Mth 251 Calculus I	5
Wr 135 English Composition	3
Writing Elective	3
Electives	10

Total 45

Second Year

Bi 331 Microbiology	4
Bi 432 Immunology	4
Biology elective	4
Ch 334, 335, 336 Organic Chemistry	12
Specified Humanities electives	9
Specified Social Science electives	9
Electives	3

Total 45

Third Year

Electives	45
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Total hours in program 135

Prepharmacy

Completion of this curriculum prepares a student to apply for admission to the junior class of the Oregon State University School of Pharmacy. The junior class enrollment is limited. Applications should be completed in spring term of the sophomore year.

The OSU bachelor's degree in pharmacy requires completion of five academic years (240 credit hours). The last three years must be spent at OSU. Prepharmacy students at Western should earn at least 90 credit hours to avoid having to register for more than 16 hours per term at OSU. Students should enroll in mathematics at the level indicated by Western's placement test scores.

Schools of Pharmacy strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Information on the Prepharmacy program and application procedures for the OSU School of Pharmacy may be obtained through the Western Prepharmacy advisor.

First Year

Bi 211, 212, 213 Principles of Biology	12
Ch 221, 222, 223 General Chemistry	12
Wr 135 English Composition	3

Second Year

Bi 331 General Microbiology	4
Ch 334, 335, 336 Organic Chemistry	12
Writing Elective	3

First and/or Second Year

(Distribution at student's discretion)

Choose 1:	4-5
Mth 242 Calculus for Management and Social Sciences	
Mth 251 Calculus I	

Ec 201 Principles of Economics	3
Psy 201 General Psychology	3

Choose 2:	6
Soc 223 Theoretical Foundations of Sociology	
Psy 202 General Psychology	

Ec 202 Principles of Economics	
Sp 111 Fundamentals of Speech	3

Electives—Students are encouraged to consider courses in Humanities and/or Creative Arts to meet OSU's general education requirement

Total hours in program 90-96

Prephysical Therapy or Occupational Therapy

Most professional schools are now converting to a graduate, Master's program. Therefore, Western students should plan to earn a bachelor's degree before matriculating to the professional school. The courses listed below should be fit into their class schedule before applying to the professional school.

Physical Therapy and Occupational Therapy Schools require the undergraduate student to complete 2 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Prephysical Therapy

Bi 211, 212 Principles of Biology	8
Bi 331 General Microbiology	4
Bi 334, 335 Human Gross Anatomy and Physiology	8
Bi 336 Human Histology & Physiology	4
Ch 221, 222, 223 General Chemistry	12
Ch 334, 335, 336 Organic Chemistry	12
GS 409 Practicum (100 hours)	3
Mth 111 College Algebra	4
Mth 112 Elementary Functions	4
Ph 201, 202, 203 General Physics	12
Psy 201, 202 General Psychology	6
Psy 450 Abnormal Psychology	3
Psy 467 Quantitative Methods OR Mth 243 Introduction to Probability and Statistics	4

Total 82

Preoccupational Therapy

Applied Art	9
Bi 211, 212 Principles of Biology	8
Bi 334, 335 Human Gross Anatomy and Physiology	8
CS 101 Computers and Society	2
GS 409 Practicum	2
Mth 111 College Algebra	4
Mth 112 Elementary Functions	4
Ph 201 General Physics	4
Psy 201, 202 General Psychology	6
Psy 217 Introduction to Research Methods	3
Psy 311 Developmental Psychology	3
Psy 450 Abnormal Psychology	3
Soc 223 Theoretical Foundations of Sociology	3
Sp 111 Fundamentals of Speech	3
Psy 467 Quantitative Methods OR Mth 243 Introduction to Probability and Statistics	4

Total 64

Prephysician Assistant

Western offers the courses required to apply for admission to Oregon Health Science University's Physician Assistant (PA) Program. The OHSU PA program requires a minimum of two years of college credit (90 quarter hours) and at least one year of health care experience (in a responsible position) prior to admission. The OHSU PA program is a rigorous and comprehensive 24-month course of full time study leading to a Bachelor of Science degree in Physician Assistant Studies. Admission is extremely competitive. Therefore, students should arrange their courses so that they may receive a Bachelor's degree of their choice from Western, and/or fulfill the requirements in another prehealth area.

Interested students should contact Western's prePA advisor for further information. Following is Western's recommended prePA program based on OHSU's prerequisites:

First Year

English composition	3
Humanities electives	9
Social Science electives	9
College Math (100 level or above) 4	
General Biology Bi 101, 102 or Bi 211, 212 (minimum)	8
Chemistry Ch 104, 105 or Ch 221, 222 (minimum)	8
Other courses depending on major	4

Total 45

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Second Year

English Composition	3
Human Gross Anatomy and Physiology, Bi 334, 335	8
Microbiology Bi 218 or Bi 331	3 or 4
General or Developmental Psychology	3
other courses depending on major	28
Total	45

Preoptometry

Oregon residents are eligible for tuition assistance through the Western Interstate Commission for Higher Education (WICHE) if they are accepted at any of three West Coast colleges of optometry.

Most students do not gain admission to a school or college of optometry until they have completed three years of undergraduate work. Students should plan their programs to complete a bachelor's degree if they do not gain admission to the professional school at the end of their third year.

Optometry Schools strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

The courses listed below are required for admission to Pacific University's College of Optometry in Forest Grove, Ore. Admission requirements for the other two WICHE schools (Southern California College of Optometry and the School of Optometry at the University of California, Berkeley) are similar. However, there are differences and their catalogs should be consulted by those intending to apply at these schools.

Bi 211, 212, 213 Principles of Biology	12
Bi 331 General Microbiology	4
Bi 334, 335 Human Gross Anatomy and Physiology	8
Bi 336 Human Histology and Physiology	4
Ch 221, 222, 223 General Chemistry	12
Ch 334, 335, 336 Organic Chemistry	12
Ph 201, 202, 203 General Physics	12
Mth 251 Calculus I	5
Approved courses in statistics	6
Psy 201, 202 General Psychology	6
Wr 135 English Composition	3
Writing Electives	6
Electives in Social Science and Humanities ..	9

Total hours required 97



social science division

Chair: Roshani Shay

Anthropology: Professor—Kenneth Jensen.
Associate Professor—Robin Smith.

Criminal Justice: Professor—Stephen Gibbons.
Associate Professor—Carl Stevenson.
Assistant Professor—Anthony LaRose.

Economics: Professor—Ron Finster, Ajmer Singh.

Geography: Professor—Denis Moran, Wayne White. Associate Professor—Keith Hadley.
Assistant Professor—Michael McGlade.

History: Professor—Narasimha Sil, John Rector. Assistant Professor—Max Geier, Gerd-Rainer Horn, Kimberly Jensen.

Political Science/Public Policy and Administration: Professor—Edwin Dover, Roshani Shay. Associate Professor—Mark Henkels.

Psychology: Professor—Eric Cooley, Merle Kelley, Victor Savicki, Kathryn Thompson.
Assistant Professor—Joel Alexander, Tamina Toray.

Sociology: Professor—Peter Callero. Associate Professor—Dean Braa, Assistant Professor—Maureen Dolan.

The social sciences are a cluster of disciplines concerned with the characteristics and interactions of humans in their social and physical settings. These include anthropology, economics, geography, history, political science, psychology, and sociology.

At Western, the Social Science Division also includes programs in criminal justice, fire services administration, and public policy and administration.

Courses in these disciplines can be combined by individual students to help them prepare for various academic and professional careers.

Division facilities include the second level of the Humanities and Social Science Building, where classrooms and offices of the anthropology, corrections and law enforcement, economics, geography, history, political science, sociology, and public policy and administration faculties are located; and Todd Hall with psychology faculty offices.

The division serves students in these ways:

- Preparation for professional careers and graduate study through the Bachelor of Arts and Bachelor of Science in Corrections, Economics, Fire Services Administration, Geography, History, Law Enforcement, Political Science, Psychology, Public Policy and Administration, and Social Science.
- Preparation of teachers of social studies with the Bachelor of Arts or Bachelor of Science in Education.

- Preprofessional preparation for further study in law.
- Participation in the societal and behavioral aspects of the college's programs in bilingual/multi-cultural education.
- Service to all students as a resource in their liberal education.

Special Interest Groups

Model United Nations. Studies the functions and actions of the United Nations, the foreign policy positions of selected countries and current international problems; participates in regional and national conferences.

Psychology Club. Offers all interested students an opportunity to meet fellow students and share activities specifically relevant to psychology. Activities have included field trips, speakers, and conference attendance. In addition Psi Chi, the undergraduate National Honorary Society in Psychology, is open to qualified majors and minors in psychology. See the Psi Chi advisor for more information.

Business/Economics Club. This club brings students and faculty together to explore current issues and careers in business and economics.

Degrees in the Social Sciences

BA/BS degrees in Corrections, Economics, Fire Services Administration, Geography, History, Law Enforcement, Political Science, Psychology, Public Policy and Administration, Sociology, and Social Science are awarded to students who complete majors in those fields and a 27-hour minor (including 15 upper-division hours) in a second academic area. (All college degrees require an overall total of 62 upper-division hours). Requirements for individual degrees are outlined below.

BA/BS in Corrections

This broad based liberal arts degree in Social Science with a major in corrections prepares students with theory and practice in the study of crime, delinquency and corrections. Numerous employment opportunities exist for corrections majors. Graduates from this program are employed in a variety of governmental and private agencies that deal with delinquent, dependent, neglected and abused children; and adult criminal law offenders. Position titles include: juvenile court counselor, camp counselor, youth child care and/or youth's ranch counselor, group life supervisor and institutional counselor, adult probation officer, adult parole officer, prison counselor, pre-sentence investigation specialist, and other related social service jobs.

School of liberal arts & sciences

CJ 407 Seminar: Corrections and CJ 409 Practicum: Corrections are taken concurrently. The practicum is a block placement in a correctional-related social service agency.

Liberal Arts Core Curriculum	55
Corrections Major	72
* CJ 211 Introduction to Careers in Criminal Justice	3
* CJ 213 Survey Juvenile/Criminal Justice Systems	3
CJ 450 Criminology	3
CJ 451 Juvenile Delinquency: Prevention and Control	3
CJ 453 Penology	3
CJ 454 Parole and Probation	3
CJ 455 Correctional Casework, Counseling and Treatment	3
CJ 463 Juvenile Issues	3
CJ 407 Seminar	3
***CJ 409 Practicum	12
Electives in social science	33
**Minor	27
Electives	38
Total required for degree	192

* These two courses should be taken first, and in sequence.

**The minor should be selected with an advisor. Students interested in Counseling should consider Sociology, Human Services or Psychology as a minor. Students interested in Agency Administration should consider Public Policy and Administration or Business/Economics as a minor.

***Practica include orientation role, operations and administration..

The Math/Computer Science/Statistics courses Law Enforcement or Corrections majors are required to take to fulfill the requirements for a BS degree are any combination of 12 hours of Math/Computer Science/Statistics courses. The minimum of one Math course must be beyond Mth 105 and the minimum of one Computer Science course must be beyond CS 101.

BA/BS in Economics

The Economics degree program focuses on a balanced and relevant curriculum in preparation for career opportunities in both the private and public sectors of the economy and for graduate training in economics, business, law, public policy administration, and other related programs. Students learn basic economic principles and theoretical concepts and develop skills in the applied areas of economics. Economics majors build on a broad liberal arts foundation in the core curriculum. They are required to complete 45 hours of coursework in economics.

Liberal Arts Core Curriculum	55
Economics Major	72
Ec 201, 202, 203 Principles of Economics	9
Ec 315 Economic Analysis and Report Writing	3
Ec 318 Money and Banking	3
Ec 319 Public Finance	3
Ec 457 Microeconomic Theory and Policy	3
Ec 458 Macroeconomic Theory and Policy ...	3
Ec 487 Technology and American Economic History, or	
Ec 395 Managerial Economics	3
Ec 440 International Economics	3
Ec 444 Human Resource Economics	3
Electives in Economics	12
Approved electives	27
Minor	27
Electives	38

Total required for degree 192

For the BS degree in Economics, the 12 hour Math/Computer Science/Statistics requirement may be satisfied by any combination of approved courses which includes at least one Math course beyond Mth 105 and at least one Computer Science course beyond CS 101.

BA/BS in Fire Services Administration

This degree is offered by Western Oregon State College and Eastern Oregon State College, and is approved by the Oregon State Fire Standards and Accreditation Board.

Junior and senior level classes at Western are built upon the associate degree in fire science or fire protection offered by most Oregon community colleges. The 24-credit lower division fire science requirement must be completed prior to acceptance into Western's program. In addition, Western will accept as electives the transfer of 21 additional credits of vocational-technical courses.

Western develops management skills of fire services administrators through the completion of 21 credit hours of professional fire service administration courses and 27 hours of social science courses as outlined below.

Western requires a minimum grade point average of 2.5 in the 72-hour major and a minimum GPA of 2.0 in all college work. At least 45 credit hours must be completed through Western or Eastern Oregon State College.

Acceptance into the program is limited to persons who are Oregon Firefighter II or equivalent, and who have completed the required 24 hours of lower division fire science coursework prior to transferring into the program.

Those in the program must also complete the Liberal Arts Core Curriculum.

Liberal Arts Core Curriculum	55
Fire Services Administration Major	72
Community College Professional Courses ..	24
Approved courses in associate degree program in fire science or fire protection, completed before admission to the degree program.	
Western Professional Courses	21*
FSA 311 Principles of Fire Protection Management	3
FSA 313 Fire Personnel Management	3
FSA 315 Organization for Fire Protection ..	3
FSA 317 Fiscal Management in Fire Protection	3
FSA 319 Legal Aspects of Fire Protection ..	3
FSA 321 Fire Protection Master Planning ..	3
Elective professional course (consult your Western advisor)	3
Western related courses in Social Science and/or Business (Selected with your advisor's help)	27

Minor	27
Electives	32

Total required for degree 186

*Open Learning Fire Courses may be substituted at the discretion of the department.

FOR ALASKA STUDENTS: The BA/BS degree in Fire Services Administration is available to Alaska students through a cooperative agreement with the University of Alaska-Anchorage. Up to 72 semester hours (108 quarter hours) including all FSA courses taken at UAA can transfer into this program. The remaining 78 quarter hours, including the professional upper division core curriculum courses, can be completed through Western's Open Learning Program via correspondence courses.

NOTE: Western Oregon State College is authorized by the Washington State Higher Education Coordinating Board, pursuant to the Degree Authorization Act (RCW 28B.85). The institution's chief administrative officer has agreed to comply with all requirements of the Act.

Any person desiring information about the requirements of the Act, or the applicability of those requirements to this institution may contact the Board office at 917 Lakeridge Way, Olympia, WA 98504--(206)586-4595.

Western Oregon State College is also authorized by the Alaska Commission on Postsecondary Education to operate the Fire Services Administration BA/BS degree program in the State of Alaska. Any person desiring information regarding requirements relative to that authorization may contact the Alaska Commission on Postsecondary Education Office at 3601 C St., Suite 478, Anchorage, Alaska 99503--(907)561-4207.

School of liberal arts & sciences

BA/BS in Geography

The primary objective of the geography program is to provide students with intellectual maturity, geographic information, theory, and skills related to the solutions of problems in a professional career. Those careers, in governments, corporations, and education, are based on understanding the intricate relationships between places, people, and cultures. The program is a foundation for prospective employment in the state, nation, foreign areas and for graduate study.

Students interested in the geography major, minor or upper division sequence must contact the geography academic advisor to ensure orderly progress in the program. This will allow exploration of career objectives and selection of appropriate geography courses. Early advising and planning are essential because some courses are offered every other year, some have limited enrollment, and some advanced technical courses may be more relevant than others. Also, inclusion of a practicum in the geography major or minor requires three months advance planning.

Of the 72 credit hours in the major, 45 must be in geography, including 27 hours in upper division geography courses. (Thirty-six of the total 72 hours must be in upper-division courses.)

Liberal Arts Core Curriculum	55
Geography Major	72
Geog 105, 106, 107 Introductory Geography	9
Geog 240 Map and Air Photo Interpretation	3
Geog 321 Field Geography	3
Geog 340 Cartography	4
Geog 385 Quantitative Methods in Geography	4
Geog 495 History and Philosophy of Geography	3
Physical systematic course (choose from Geog 390, 391, 393, 394, 490, 492)	3
Cultural systematic course (choose from Geog 318, 411, 412, 413, 416, 417, 418, 425, 433)	3
Regional course (choose from Geog 310, 312, 313, 314, 410, 414, 426, 429, 432, 450, 451, 461, 463)	3
Electives in geography (planned with advisor)	15
Approved Electives (planned with advisor)	22
Minor	27
Electives (planned with advisor)	38
Total required for degree	192

For the BS degree in Geography, students must take the following courses:

Mth 111 College Algebra (or other Math course above 111 with consent of the instructor)	4
CS 162 Computer Science I	4
Geog 385 Quantitative Methods in Geography (a required course in major)	4

BA/BS in History

This program prepares students for employment in private and public agencies and for graduate study. Of the 72 credit hours in the major, 45 must be in history, including 27 hours in upper-division history courses. (Of the total 72 hours, 36 must be in upper-division courses.)

Liberal Arts Core Curriculum	55
History Major	72
Hst 101, 102, 103 History of Western Civilization, OR	
Hst 104, 105, 106 World History	9
Hst 201, 202, 203 History of the United States	9
Hst 301 History Research and Writing	3
Hst 420 Philosophies of History	3
Hst 499 Senior Seminar	3
Upper-division history courses, including 9 hours of world or European history and 9 hours of United States history	24
Electives in social science (including one 9-hour upper-division sequence)	21
Minor	27
Electives	38
Total required for degree	192

*For the BS degree in History, students may take any combination of Math/Computer Science/Statistics courses as long as it includes at least one Math course beyond Mth 105 and one Computer Science course beyond CS 101.

BA/BS in Law Enforcement

The program in Law Enforcement prepares students for employment opportunities in municipal, county, state and federal law enforcement agencies and in investigatory and security occupations related to law enforcement.

Students completing the 192-hour degree program at Western must meet the following requirements:

Liberal Arts Core Curriculum	55
Law Enforcement Major	72
CJ 211 Introduction to Careers in Criminal Justice	3
CJ 212 History and Development of American Law Enforcement	3
CJ 213 Survey of Juvenile/Criminal Justice Systems	3
CJ 331 Police and the Community	3
CJ 351 Police Organization and Administration	3
CJ 423 Middle Management in Law Enforcement	3
CJ 450 Criminology	3
CJ 452 Legal Aspects of Law Enforcement ...	3
CJ 454 Parole and Probation	3
CJ 456 Contemporary Issues in Criminal Justice	3
CJ 407 **Seminar	3
CJ 409 *Practicum (four, three-hour practica)	12
Electives in Social Science	27
**Minor	27
Electives	38
Total required for degree	192

A community college transfer student with an associates degree should transfer with Junior class standing.

*Practica include: Orientation, Role, Operations, and Administration of Law Enforcement.

**CJ 407 Seminar: Law Enforcement and CJ 409 Practicum: Law Enforcement are taken concurrently. The practicum is a block placement in a law enforcement-related agency.

***The minor should be selected with an advisor. Students interested in Criminalistics should consider Science or Computer Science as a minor. Those with an interest in Administration should consider Political Science, Economics or Business as a minor. Students interested in Human Resources might pursue Sociology, Psychology, or Anthropology as a minor. Those interested in Generalist Skills may wish to consider Social Science as a minor. A foreign language is strongly advised.

School of liberal arts & sciences

BA/BS in Political Science

The program in Political Science prepares students for careers in local, state, federal, and international agencies, for the law and for service in private-sector organizations. It is also designed to provide a solid subject matter background for those who may wish to become certified teachers in the Social Science area. Western's program emphasizes three major subfields of Political Science: International Relations and Comparative Politics; Administration and Political Processes; Public Policy and Law (the latter two focusing on American Government).

Of the 72 quarter hour major, 15 hours consist of a required core of courses, 18 hours are in upper division distribution requirements, 12 hours are electives in Political Science, and 27 hours are electives in Social Science (including Political Science), which students can select in consultation with an advisor to tailor the major to their own particular needs and career plans. (Thirty-six of the total 72 hours must be in upper-division courses.)

Liberal Arts Core Curriculum	55
Political Science Major	72
Core:	
PS 201 American National Government	3
PS 202 State and Local Government	3
PS 203 International Relations	3
PS 350 Introduction to Public Policy	3
PS 351 Introduction to Public Administration	3
Distribution Requirements:	
Two courses each in three subfield areas ..	18*
Electives in Political Science	12
Electives in Social Science/Political Science	27
Minor	27
Electives	38

*Political Science courses outside the core fall into three subfield areas as follows:

International Relations and Comparative Politics
PS 303, 460, 461, 463, 478, 492, 493, 497 and depending on content
PS 199, 399, 406, 407, 409, 410
Administration and Political Processes
PS 414, 415, 416, 419, 426, 466, 469, 490 and depending on content
PS 199, 399, 406, 407, 409, 410
Public Policy and Law
PS 423, 424, 435, 445, 446, 447, 479, 480, 484, 485, and depending on content
PS 199, 399, 406, 407, 409, 410

For the BS degree in Political Science, students may take any combination of Math/Computer Science/Statistics courses as long as it includes at least one Math course beyond Mth 105 and one Computer Science course beyond CS 101.

BA/BS in Psychology

The Psychology degree provides a broadly based program in behavioral science. The major may be a component of a general liberal arts background, preparation for service-oriented occupations, or a basis for graduate study in psychology and related fields.

The emphasis of this degree program differs from the usual undergraduate major offered in many other institutions. A primary concern at Western is the understanding of human behavior and experience with a focus on applications of this knowledge. We are continually concerned with the implications that theoretical conceptualizations and experimental results have for understanding and influencing behavior in the practical setting.

The major requires 45 credit hours in psychology, including 21 hours in a common core and 24 hours in electives. Any course used for the LACC or any other program cannot be counted for the 45-hour psychology major.

A minor which is selected to support a student's interests and/or career goals is also required. Any recognized college minor may be taken. Specific courses are selected with the help of an advisor in the minor field.

Liberal Arts Core Curriculum	55
Psychology Major (minimum of 36 hours upper-division)	45
Basic Core (required of all Psychology Majors)	
Psy 201, 202 General Psychology	6
Psy 217 Introduction to Research Methods ..	3
Psy 311 Developmental Psychology	3
Psy 334 Social Psychology	3
Psy 467 Quantitative Methods	3
Psy 468 Research Methods in Human Behavior	3
Additional electives	24
Students should choose these additional 24 hours with an advisor's assistance.	
Minor	27
Electives	65

Total required for degree **192**

Students earning a BS degree in Psychology are also required to take at least 12 hours of Math/Computer Science/Statistics courses according to the following specifications:

Psy 467 Quantitative Methods (a required course in the major) 3
Any Math course above Mth 105 with the exception of Mth 243 3, 4 or 5 credits
Psy 471 Computers in Psychology (not required but may be counted toward the major) or any CS course above
CS 101 2, 3, or 4 credits
Any additional Mth course above Mth 105 or CS course above CS 101 if needed to meet the 12-hour minimum requirement.

BA/BS in Public Policy and Administration

The Public Policy and Administration program is designed for those students wishing to pursue administrative careers in government and for those already employed in government who seek training for possible advancement into administrative roles.

While much of the coursework is drawn from Political Science, relevant subject matter from other disciplines is included. A major must complete 73 credit hours. Forty-six hours are in the required core area. This consists of 18 hours Political Science, 15 hours Economics, Business and Psychology, and 13 hours speech, writing, statistics and computer science.

Students must also complete 27 hours in one of six possible areas of concentration. The coursework is adapted to the needs and interests of individual students. An internship with a governmental agency, oriented to giving students practical work experience, may be included within this area of concentration.

Liberal Arts Core Curriculum	55
Public Policy and Administration Major ..	73
Core Area: (46 hours)	
PS 201 American National Government	3
PS 202 State and Local Government	3
PS 350 Introduction to Public Policy	3
PS 351 Introduction to Public Administration	3
PS 466 Governmental Budgeting	3
PS 480 Administrative Law	3
Ec 201, 202 Principles of Economics	6
CS 121 Computer Applications in Business ..	4
BA 390 Management	3
Wr 321 Business and Technical Communications	3
Sp 324 Business and Professional Speaking ..	3
Psy 334 Social Psychology	3
or	
Soc 334 Self and Society	3
Psy 445 Organizational Psychology	3
Soc 327 Introduction to Social Research	3

Area of Concentration (select 27 hours in one of the following options):

Corrections/Law Enforcement Policy and Administration	
CJ 211 Introduction to Careers in Criminal Justice	3
CJ 212 History and Development of American Law Enforcement	3
CJ 450 Criminology	3
CJ 451 Juvenile Delinquency: Prevention and Control	3
CJ 453 Penology	3
CJ 454 Parole and Probation	3
BA 391 Personnel Management	3
PS 424 Policy Making in the States	3
PS 426 Federalism and Intergovernmental Relations	3
PS 479 Constitutional Law	3

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PS 490 Community Politics	3
Soc 454 Deviant Behavior	3
PS 409/410 Practicum or Internship	3-6

Fiscal Policy and Administration

BA 315 Financial Management I	3
BA 316 Financial Management II	3
BA 340 Business Fluctuations and Forecasting	3
BA 450 State & Local Government Finance ..	3
Ec 315 Economic Analysis and Report Writing	3
Ec 430 Economics of Public Policy	3
Ec 458 Macroeconomic Theory and Policy ...	3
PS 423 Issues in National Policy, or	
PS 424 Policy Making in the States	3
PS 426 Federalism and Intergovernmental Relations	3
PS 445 Program Implementation and Policy Analysis	3
BA/Ec/PS 409/410 Practicum or Internship	3-6

Human Resources Policy and Administration

BA 361 Organizational Behavior, or	
Soc 420 Political Sociology	3
BA 391 Personnel Management	3
Ec 444 Introduction to Human Resource Economics	3
Psy 423 Interviewing and Appraisal	3
Psy 443 Group Processes	3
*Psy 446 Strategic Human Resources Planning	3
*Psy 447 Organizational Structure and Functions	3
Psy 465 Motivation	3
Psy 472 Psychological Assessment	3
Soc 328 Industrial Society	3
Soc 338 Sociology of the Family	3
Soc 437 Sociology of Race/Ethnic Relations	3

SP 323 Group Discussion & Leadership	
PS 415 Politics and Psychology	3
PS 416 Politics and Communication	
PS 426 Federalism and Intergovernmental Relations	3
PS 435 Women and Politics	3
PS 409/410 Practicum or Internship	3-6
*Students should consider taking Psy 445, 446, 447 as a yearlong sequence.	

International Policy and Administration

Anth/Soc 440 Women & Development	3
BA 391 Personnel Management	3
Hst 492 World Problems	3
PS 203 International Relations	3
Soc 350 Food & Hunger	3
Soc 400 International Development	3
Geog 106,107 Introductory Geography	6
Selected course(s) in Geography	3-6
(Choose from Geog 310,313, 314, 410,411, 412, 426, 427, 428, 429, 432, 450, 451,461, 463)	
Selected course(s) in Regional/International Political Science	3-6
(Choose from PS 303, 460, 461, 463, 478, 492, 493, 497)	
Selected course(s) in International Business/ Economics	3-6
(Choose from BA 484, 485, 486, or Ec 440)	
Geog/PS 409/410 Practicum or Internship	3-6

State and Federal Policy and Administration

PS 414 Political Parties, Pressure Groups and Elections	3
PS 416 Politics and Communication	3
PS 419 American Presidential Elections	3
PS 423 Issues in National Policy	3
PS 424 Policy-making in the States	3
PS 426 Federalism and Intergovernmental Relations	3
PS 445 Program Implementation and Policy Analysis	3
PS 446 Land Resource Politics and Policies	3
PS 447 Environmental Politics and Policy	3
PS 469 Congress and the Presidency	3
PS 479 Constitutional Law	3
PS 490 Community Politics	3
Ec 430 Economics of Public Policy, or	
Ec 436 Environmental Economics and Public Policy	3
Soc 434 Social Stratification	3
Soc 437 Sociology of Race/Ethnic Relations .	3
PS 409/410 Practicum or Internship	3-6

Urban Policy and Administration

Geog 413 Urban Geography	3
Geog 416 Location Analysis and Marketing .	3
Geog 425 Environmental Planning and Policy	3
PS 426 Federalism and Intergovernmental Relations	3
PS 445 Program Implementation and Policy Analysis	3
PS 490 Community Politics	3
Ec 432 Urban Economics	3
Soc 330 Urban Sociology	3
Soc 437 Sociology of Race/Ethnic Relations .	3
CJ 450 Criminology	3
Anth 461 Urban Anthropology	3

Anth 462 Cultural Transformation	3
PS/Geog 409/410 Practicum or Internship	3-6

Minor	27
Electives	37

Total required for degree	192
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For the BS degree in Public Policy and Administration, students may take any combination of Math. Computer Science/Statistics courses as long as it includes at least one Math course beyond Mth 105 and one Computer Science course beyond CS 101. Please note that CS 121 and either SOC 327 or Geog 385 are required for the major. These may be used to satisfy the BS requirement.

BA/BS in Social Science

The BA/BS degree in Social Science is an interdisciplinary major in social science that prepares students for a variety of responsibilities in both private and governmental agencies. Students can specialize by choosing courses, with the approval of an advisor, that best meet their goals and needs. Courses should be chosen from at least two of the following areas: anthropology, corrections, economics, geography, history, law enforcement, political science, psychology and sociology. (Of the total 72 hours, 36 must be in upper-division courses.)

Liberal Arts Core Curriculum	55
Social Science Major	72
Minor	27
Electives	38

Total required for degree	192
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For the BS degree in Social Science, students may take any combination of Math/Computer Science/Statistics courses as long as it includes at least one Math course beyond Mth 105 and one Computer Science course beyond CS 101.

BA/BS in Sociology

Sociology is the study of social life, its characteristics, changes, causes and consequences. It combines scientific and humanistic perspectives in the study of historical and contemporary features of social organization. Sociological analyses include the examination of social stratification and inequality, work and industrial relations, family forms and relationships, deviant behavior, social movements, political relations and institutions, demographic processes, and the relationship between the individual and society.

The program provides a strong foundation for graduate studies in the social sciences and is a competitive major for those students planning careers in education, law enforcement, social service agencies, market research,

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labor relations, community service and organizing, and politics.

Sociology at Western offers an excellent selection of substantive areas as well as a series of theory and research methodology classes that prepare students for a senior, research project. The sociology faculty are committed to the development of students' critical and analytical abilities.

Liberal Arts Core Curriculum	55
Sociology Major	72
Soc 223 Theoretical Foundations of Sociology	3
Soc 224 Empirical Foundations of Sociology	3
Soc 225 Social Problems	3
Soc 300 Proseminar	3
Soc 327 Introduction to Social Research	3
Soc 328 Introduction to Social Data Analysis	3
Soc 471 Classical Sociological Theory	3
Soc 472 Contemporary Sociological Theory	3
Soc 492 Senior Seminar I	3
Soc 493 Senior Seminar II	3
Soc 494 Senior Seminar III	3
Electives in Sociology	15
Interdisciplinary Electives	27*
*The Sociology Department encourages the development of interdisciplinary specialties within their sociology major, although most students satisfy this requirement with upper-division sociology courses. See Sociology advisor.	
Minor	27
Electives	38
Total required for degree	192

For the BS degree in Sociology, students must take the following courses:

Mth 111 College Algebra	4
CS 161 Survey of Computer Science	4
Soc 327 Introduction to Social Research	3
Soc 328 Introduction to Social Data Analysis	3

Minor Programs

The following 27-hour programs must include 15 upper-division hours.

Anthropology Minor

Anth 214, 215, 216	9
Methods Courses: choose from Anth 311, 312, 325, 327, 328, 350, 352, 450	6
Area Courses: choose from Anth 310, 313, 314, 461, 490, 492, 494, 496	6
Theory Courses: choose from Anth 340, 375, 440, 462, 463, 471, 472, 473, 475, 476, 480	6
Total hours in minor	27

Community Services (Sociology) Minor

Soc 225 Social Problems	3
Soc 310 Service Learning and Community Praxis	3
Choose 2:	6
Soc 315 Social Inequality	
Soc 338 Sociology of the Family	
Soc 437 Sociology of Race/Ethnic Relations	
Soc 454 Sociology of Deviant Behavior	
Electives in sociology to be selected in consultation with a Sociology advisor (at least 15 upper-division).	15
Total hours in minor	27

Economics Minor

Ec 201, 202, 203 Principles of Economics	9
Ec 318 Money and Banking	3
Ec 319 Public Finance	3
Ec 457 Microeconomic Theory and Policy	3
Ec 458 Macroeconomic Theory and Policy	3
Upper division electives in economics	6
Total hours in minor	27

Geography Minor

(See statement under Geography Program.)	
Geog 105, 106, 107 Introductory Geography	9
Technique courses: Geog 240 and either 321 or 440	6
Physical systematic courses: choose from Geog 390, 391, 392, 393, 394, 490, 492	3
Cultural systematic courses: choose from Geog 318, 411, 412, 413, 416, 417, 418, 425, 433	3
Regional courses: choose from Geog 313, 314, 414, 426, 427, 429, 432, 450, 451, 461, 463	3
Upper division elective in geography	3
Total hours in minor	27

History Minor

Any elective in United States history	3
Any elective in Western European history	3
Any elective in world history*	3
Any method or topics elective**	3
Five additional electives in any two areas above	15
Total hours in minor	27
Note: 15 hours of the minor must be upper division	
*World history includes any course on Asia, Latin America, Canada, Africa, or Eastern Europe.	
**Methods and topics courses include Hst 301, 407, 419, 410, 411, 420, 470, 492.	

Legal Studies Minor

PS 201 American Government	3
PS 202 State and Local Government	3
BA 230 Business Law	3
PS 479 Constitutional Law	3
PS 480 Administrative Law	3
PS 484 American Jurisprudence	3
PS 485 Legal Research and Writing	3
Plus six credit hours of electives from the following	6
Anth 475 Anthropological Approaches to Law	
BA 211 Fundamentals of Accounting I	
BA 212 Fundamentals of Accounting II	
CJ 213 Survey Juvenile/Criminal Justice System	
CJ 452 Legal Aspects of Law Enforcement	
Hst 304 English History	
Hst 305 English History	
Phl 231 Introduction to Formal Reasoning	
Phl 232 Introduction to Non-formal Reasoning	
Phl 335 Social and Political Philosophy	
Phl 340 Professional Ethics	
PS 409 Administrative Internship	
PS 410 Legislative/Political Internship	
Psy 334 Social Psychology	
Soc 225 Social Problems	
Soc 309 American Society	
SP 321 Influencing through Argument	
SP 326 Communication and Controversy: Freedom of Speech in the US	
SP 399 Special Studies (with a focus on legal argumentation)	
Total hours in minor	27

Planning (Geography) Minor

(See statement under Geography Program)	
Geog 105, 106 Introductory Geography	6
Geog 240 Map and Air: Photo Interpretation OR	
Geog 340 Cartography	3
Geog 321 Field Geography	3
Geog 413 Urban Geography	3
Geog 425 Environmental Planning and Policy	3
Choose 1:	3
Geog 313 The Pacific Northwest	
Geog 416 Location Analysis and Marketing	
Geog 417 Global Economic Geography	
Geog 418 International Trade and Transportation	
Electives in Geography (upper-division)	6
Total hours in minor	27

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Political Science Minor

PS 201 American National Government	3
PS 202 State and Local Government	3
PS 203 International Relations	3
PS 350 Introduction to Public Policy	3
PS 351 Introduction to Public Administration	3
Upper division electives in Political Science	12

Total hours in minor 27

Psychology Minor

The psychology minor consists of Psy 201, 202 and 21 additional hours of psychology courses (15 hours must be upper division). Any courses used for the LACC or any other program cannot be counted for the 27-hour psychology minor. Thus, the psychology minor may be developed from many different course arrangements. The minor should be designed with a psychology advisor to meet individual needs of students.

Below is a suggested minor course sequence for those considering careers in the helping professions or other applied fields:

Psy 201, 202 General Psychology	6
Psy 217 Introduction to Research Methods in Psychology	3
Psy 311 Developmental Psychology	3
Psy 334 Social Psychology	3
Psy 423 Interviewing and Appraisal	3
Psy 435 Theories of Personality	3
Psy 450 Abnormal Psychology	3
Psy 472 Psychological Assessment	3

Total hours in minor 27

Psychology Minor for Majors in Business and Public Policy and Administration

Students considering applications of psychology in business and management are recommended the following minor. The minor should be specifically planned with a psychology advisor.

Basic Courses:

Psy 201, 202 General Psychology	6
Psy 334 Social Psychology	3
Psy 445 Organizational Psychology	3
Psy 446 Strategic Human Resource Planning	3
Psy 447 Organizational Structure and Functions	3

Select 3 additional courses from below:

Psy 311 Developmental Psychology	3
Psy 349 Intro to Behavior Modification	3
Psy 390 Learning and Memory	3
Psy 423 Interviewing and Appraisal	3
Psy 435 Theories of Personality	3
Psy 437 Advanced Social Psychology	3
Psy 448 Topics in Organizational Psychology	3
Psy 472 Psychological Assessment	3
Psy 483 Adulthood and Aging	3
Psy 496 Program Evaluation	3

Total hours in minor 27

Public Policy and Administration Minor

PS 201 American National Government	3
PS 202 State and Local Government	3
PS 350 Introduction to Public Policy	3
PS 351 Introduction to Public Administration	3
PS 466 Governmental Budgeting	3
PS 480 Administrative Law	3
BA 390 Management	3
Psy 445 Organizational Psychology	3
Electives in Public Policy and Administration	3

Total hours in minor 27

Social Science Minor

A 27 hour minor in Social Science may be designed with the help of a divisional advisor (15 hours must be upper-division.)

Sociology Minor

Soc 223 Theoretical Foundations	3
Soc 327 Introduction to Social Research	3
Soc 471 Classical Sociological Theory	3
Electives in sociology must be selected in consultation with a Sociology advisor (at least 15 upper-division)	18

Total hours in minor 27

Teacher Preparation

Faculty advisors in the division help students in Secondary Education. Students should also seek an advisor in the Secondary Education Division. They also advise Elementary Education students in their academic specialties and support areas, but these students are guided in the Elementary Education major by faculty advisors in the Elementary Education Division.

Secondary Education

Major: See School of Education, Social Studies Major

Elementary Education

Academic Specialties: Anthropology, Economics, Geography, History, Political Science, Sociology, Social Science.

Preprofessional Study

Department advisors are assigned to students who intend to transfer later to other schools for further study in such fields as business education, law, management and sociology. Western recommendations for prelaw students are outlined below.

Prelaw: Four-Year Preparation

The minimum requirement for admission to a recognized law school is a bachelor's degree. Most law schools value intellectual maturity and a broad educational background, such as is provided by majors in the social sciences, natural sciences or humanities, rather than narrow specialization. Well developed research, analysis, oral and written communication skills are considered desirable.

It is suggested that students take the Legal Studies minor and take additional coursework in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, speech, and writing. For more specific information on an appropriate course of study see the prelaw advisor, who is assigned by the Social Science Division.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 and perform well on the Law School Admission Test (LSAT), although strength in one of these areas may compensate for weakness in the other. The LSAT should be taken early in the senior year. More information about preparatory materials is available from the prelaw advisor.

School of liberal arts & sciences

special programs in the liberal arts and sciences

The School of Liberal Arts and Sciences also offers several inter-divisional and special programs. These programs are coordinated by the Office of the Dean of Liberal Arts and Sciences.

BA in International Studies

Director: Frank Balke

The International Studies degree program has three elements: a core of courses that provides a comparative look at the world's geography, economics, social patterns and political affairs; a core of courses from the social sciences that concentrates on the history, geography and culture of particular countries speaking one of the languages presently offered by the college's Modern Language Department (French, German, Japanese and Spanish); and an intensive study of one of these languages. Western requires a minimum grade point average of 2.5 in the 63-hour International Studies major and a minimum GPA of 2.0 in all college work. Contact the office of the Dean of Liberal Arts and Sciences for further information.

Liberal Arts Core Curriculum	55
Major	63
(The major should include 45 hours of upper-division courses.)	
International Studies Core (Select 18 hours; at least three hours in each discipline)	
Anth 312 Social Anthropology	3
Geog 310 World Regional Geography	3
Geog 410 Global Issues	3
Geog 433 Political Geography	3
Hst 492 World Problems	3
PS 203 Introduction to International Relations	3
PS 492 Ideologies of the Twentieth Century ..	3
PS 493 International Organizations	3
Soc 400 International Development	3
Soc 427 Revolutionary Social Movements	3

French Studies

Anth 216 Cultural Anthropology	3
Geog 426 Geography of Europe	3
PS 303 Politics and Government of Europe ..	3
Any 6 hours of the following:	
Hst 442 Modern France:	
Revolution/Napoleon	3
Hst 450 Modern France: 19th Century	3
Hst 451 Modern France: 20th Century	3

German Studies

Anth 216 Cultural Anthropology	3
Geog 426 Geography of Europe	3
PS 303 Politics and Government of Europe ..	3
Any 6 hours of the following:	
Hst 437 Modern Germany	3
Hst 438 Modern Germany	3
Hst 439 Modern Germany	3

Asian Studies

Anth 216 Cultural Anthropology	3
Geog 450 Geography of Asia	3
PS 460 Politics and Government of Asia	3
Any 6 hours of the following:	
Hst 391 History of the Far East	3
Hst 392 History of the Far East	3
Hst 393 History of the Far East	3

Latin American Studies

Anth 216 Cultural Anthropology	3
Geog 461 Geography of South America	3
PS 497 American Foreign Relations, or	3
Hst 491 History of Inter-American Relations	
Any 6 hours of the following:	
Hst 350 Pre-Columbian and Colonial Latin America	3
Hst 351 Mexico and Caribbean Since Independence	3
Hst 352 South America Since Independence	3
Foreign Language Specialization	30
(French, German, Japanese or Spanish — does not include credit for first-year level courses)	

Minor	27
Electives	30

Total required for degree 192



School of liberal arts & sciences

International Studies Minor

A student minoring in International Studies may choose either a foreign language/culture emphasis or a social science emphasis consisting of 27 hours (15 hours upper-division).

Foreign Language/Culture Emphasis

Select any 12 hours from International Studies Core (see International Studies major) 12
Sp 325 Intercultural Communication 3
Culture and Civilization (in specific language courses) 3
Foreign Language (beyond second-year college courses) 9

Total hours in minor 27

Social Science Emphasis

Select any 12 hours from International Studies Core (see International Studies major) 12
Sp 325 Intercultural Communication 3
Additional coursework selected from the approved list of Social Science courses with the aid of the International Studies advisor 12

Total hours in minor 27

BA/BS in Interdisciplinary Studies

Director: John P. Minahan

Interdisciplinary Studies is a tailor made program which incorporates coursework from a variety of disciplines to meet the student's individual career goals. Because this is a non-traditional degree program, students interested in entering the program need to make special application to the Interdisciplinary Studies Admissions Committee after being admitted to Western. The program is administered by the Dean of the School of Liberal Arts and Sciences.

This non-traditional and personalized program requires that students have specific career goals prior to applying. At least two special emphasis areas with a minimum of 27 hours each are required. In addition, at least 48 hours of upper-division coursework are required within the total program. Areas of emphasis containing 45 or more hours of coursework are specifically named on the transcript.

The number of career possibilities could be as varied as student interests and career goals require. Some examples of interdisciplinary programs include corporate fitness, biological illustration, American studies, travel and tourism, and art management.

Liberal Arts Core Curriculum 55
Integrated Major 54-120

The major must include study from two or more academic areas with a minimum of 27 hours in each and a minimum of 48 upper-division hours in the major.

Electives 17-83

Total required for degree 192

Students interested in such individualized programs should contact Dr. John Minahan, Dean of the School of Liberal Arts and Sciences, Western Oregon State College, Monmouth, Ore., 97361, (503)838-8226.

interdisciplinary minors

Interdisciplinary Minor in Environmental Studies

The Environmental Studies Program offers an interdisciplinary approach for understanding the relationship between humans and the natural environment. It provides academic breadth, specific areas of expertise, and technical skills. The program supports an extensive internship program and is committed to the professional development of its students who seek employment in environmentally related fields such as resource management, environmental assessment, landuse planning, public administration, and teaching. The program also seeks to serve students interested in pursuing advanced training in environmental studies.

Application to the Program:

Prospective Environmental Studies students are required to submit: 1) a proposed minor program, and 2) an essay describing their interests in environmental studies including their professional goals. These documents must be approved by the program's academic advisement committee before a student is accepted into the program.

Environmental Studies Minor

Core Courses 6
Hst 470 Environmental History
Bi 357 General Ecology or
Bi 370 Environmental Science

Foundation Course 12

*Social Sciences: select one course from any two disciplines:

Ec 436 Environmental Economics and Public Policy

Geog 380 Environmental Conservation

Geog 425 Environmental Planning and Policy

Geog 399 Environment and Development

Hst 407 Green Politics

PS 446 Land Resource Politics and Policy

PS 447 Environmental Politics and Policy

*Earth Sciences: select one course from each discipline:

Ch 310 Geochemistry

Ch 314 Environmental Chemistry

G 473 Environmental Geology

G 476 Water Resources

Elective 8-9

*Courses approved by minor advisor. Elective hours may be chosen from any of the above courses not already utilized or from those listed below:

Anth 311 Human Evolution 4

Bi 317 Vertebrate Natural History 4

Bi 321 Systematic Field Botany 4

Bi 331 General Microbiology 4

Bi 361 Marine Biology 4

Bi 451 Invertebrate Zoology 4

Bi 471 Entomology 4

Ch 412 Advanced Inorganic Chemistry 3

Geog 240 Map and Air Photo Interpretation 3

Geog 385 Quantitative Methods in Geography 4

Geog 390 Meteorology 3

Geog 391 Biogeography 3

Geog 393 Soils 4

Geog 394 Landform Processes 3

Geog 440 Geographic Information System .. 4

Geog 490 Climatology 3

G 322 Geomorphology 3

G 450 Rocks and Minerals 3

G 453 Geology of Pacific Northwest 3

G 460 Geology of Mineral Resources 3

GS 331 Introduction to Oceanography 3

GS 390 Basic Meteorology 3

Hst 478 History of the West 3

Mth 243 Probability and Statistics 4

Psy 467 Quantitative Methods 3

Soc 280 World Population & Social Structure 3

Soc 328 Social Data Analysis 3

Soc 350 Food and Hunger 3

Soc 400 International Development 3

Total hours in minor 26-27

* Students must submit a program of courses prepared in consultation with their minor advisor subject to approval by the Environmental Studies Faculty Advisory Committee.

Interdisciplinary Minor in Gender Studies

This program explores scholarship on women and gender. Historical and cross-cultural perspectives, critical theory, and interdisciplinary approaches are employed to examine questions of gender difference, inequality, and exclusion. In keeping with the philosophy of liberal arts education, the goal of gender studies is to better understand and ultimately transform our lives and the world in which we live.

Required Foundation Courses 9

Hst 410 Gender Issues in Premodern History

Hst 411 Gender Issues in Modern History

Soc 360 Sociology of Gender

Elective Courses 18

including work in at least two divisions

selected from the following:

*Soc 201 Introduction to Gender Studies

*Soc 403 Research/Internship

A 405 Art History: Women in Art

Anth 375 Women in Anthropology

Anth 340/Soc 340 Mothers and Daughters

School of liberal arts & sciences

CA 310 Women in Dance and Music: 1800-Present
 Eng 445/545 Women Writers
 PS 435 Women and Politics
 Psy 492/592 Psychology of Women
 Soc 338 Sociology of the Family
 Soc 437 Sociology of Race/Ethnic Relations
 Soc 440/Anth 440 Women and Development
 *Soc 460 Feminist Theories
 Sp 435 Rhetoric of the Women's Movement
 *Strongly recommended
 Also, minors may include any seminar that focuses on adding content on/by women to the curriculum, or that substantially and explicitly addresses gender issues and feminist theory in the treatment of its subject area, or a course in which the student has the option of selecting and exploring gender-related topics in the process of developing a special skill, e.g. an advanced writing course.

Total hours in minor 27

Interdisciplinary Minor in Latin American Studies

This program combines courses from Anthropology, Economics, History, Sociology, Geography, Political Science, and Spanish to offer a broad perspective of Latin American culture. Twelve hours of core courses form the base of common knowledge in the program. This is complemented by fifteen hours of electives which allow some specialization according to the student's interests. The Latin American studies minor is an excellent complement to such majors as Spanish, History, Sociology, Business, and Political Science. Students with this minor can seek careers in education, business or government.

Core Courses 12
 Hst 350 Pre-Columbian and Colonial Latin America 3
 Soc 460 Latin American Societies 3
 Choose 1:
 Hst 351 Mexico and the Caribbean Since Independence
 Hst 352 South America Since Independence
 Choose 1:
 Geog 461 South America
 Geog 463 Geography of Middle America
 Electives 15
 *Select courses from at least two departments:
 Anth 492 Middle American Cultures
 Econ 417 Problems of Economic Development of Nations
 Geog 461 South America
 Geog 463 Geography of Middle America
 Hst 351 Mexico and the Caribbean Since Independence
 Hst 352 South America Since Independence
 Hst 407 Topical Courses on Latin America
 Hst 436 Mexico Since Independence
 Hst 490 20th Century Latin America
 Hst 491 History of Inter-American Relations
 PS 463 Governments and Politics of Developing Nations

Soc 350 Food and Hunger
 Soc 400 International Development
 Soc 407 Topical Courses on Latin America
 Soc 427 Revolutionary Social Movements
 Soc 440 Women and Development
 Span 339 Hispanic Culture and Civilization
 Span 361 Hispanic Poetry
 Span 362 Hispanic Drama
 Span 363 Hispanic Drama
 Span 370 Intro. to Latin American Literature
 Span 371 Intro. to Latin American Literature
 Span 441 20th Cent Latin American Literature
 Span 442 20th Cent Latin American Literature
 Span 443 20th Cent Latin American Literature
 Span 491 Studies in Latin American Literature

Total in Minor 27

aa in the liberal arts

Students who complete a two-year 93 credit hour program may receive an Associate of Arts degree in the general area of the Liberal Arts and Sciences. In addition to the Liberal Arts Core Curriculum, they must also complete 32 hours of study in one or two disciplines of special interest.

For entry into the program, the student must prepare a selection of courses approved of and guided by the Director of Undergraduate Academic Advisement. Students interested in the program should contact that office for more information.

honors program

The Honors Program at Western Oregon State College is designed to challenge and enrich the intellectual life of students of outstanding ability and high academic achievement: the best our faculty is able to offer for the best of our students. It offers a distinctive interdisciplinary curriculum and an intellectual community among students and faculty not available to students outside the program.

Program Description

Honors students participate in an alternative general education program of coursework which substitutes for the regular liberal arts core curriculum required of all other students. Honors courses are designed to confront students with problems, concepts and perspectives which transcend the confines of any single academic discipline. Honors Program students are not required to take Wr 135: this class is built into the writing-intensive first-year Honors courses. The Honors curriculum is, in effect, an alternative LACC.

During the first two years, Honors students become acquainted with the great philosophic, religious, literary, political, artistic and scientific traditions of the world (48 hours of LACC credit). In the junior year students will take an interdisciplinary Junior Honors

Seminar (3 hours); the topic changes each year since this seminar is selected in an annual competition from proposals submitted by the faculty at large. Honors juniors also take a thesis development seminar (1 hour) to prepare junior Honors writing portfolios and proposals for a senior thesis project on a topic of their choice, under the guidance of a faculty advisor/mentor in the relevant discipline. These proposals must be approved by the Honors Committee during winter term of the junior year, allowing students to begin concentrated work on their theses at that time. In their senior year, students will write a Senior Honors Thesis (3 hours), completing it by the end of winter term and presenting it during spring term before graduation. A copy of each senior thesis will be bound and made part of the permanent library collection; the title and author of each thesis will be listed in the commencement program.

Officially enrolled Honors Program students are allowed to use the 55-hour program requirement as a substitute for Western's 55-hour LACC. Although WR 135 and SP 111 are not required for Honors students, the Honors Program Director will advise any Honors Program student to enroll in a course or courses in any discipline(s) in which the student has exhibited an obvious deficiency, and the student will be expected to enroll, attend, and pass the course.

Any student who drops out of the Honors Program reverts to "regular student" status and must complete the normal 55-hour LACC plus the computer science and mathematic requirements in order to graduate (most Honors courses, of course, count toward the regular college LACC, so only Speech, Writing, Health and Physical Education requirements would be wanting, in addition to the relevant math and computer science courses). However, if the student has successfully completed the full first year of writing-intensive Honors courses with out being referred to WR 135 by the Honors Program Director, the WR 135 requirement will be considered satisfied.

In addition to the Honors curriculum, a student will also enroll in a traditional academic major or, if the student chooses, an interdisciplinary program of study. Honors students should pay careful attention to graduation requirements for BS and BA degrees in their chosen major since courses in math and computer science or in foreign languages may be required for that degree even if they are not required for Honors.

At graduation, Honors students, wearing Honors cords, will receive a BA or BS degree with special recognition as an Honors or Honors Associate student; their college transcripts will permanently record their participation in Honors, and their name and senior thesis title will enter the online college library catalogue.

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Four-Year Honors Program

First Year

CA 101H, 102H, 103H Correlated Study of the Arts	9
Eng 107H, 108H, 109H Literature of the Western World	9
Hst 104H, 105H, 106H History of World Civilization	9
Phl 207H, 208H Philosophy in the Western World	6

Second Year

GS 201H, 202H, 203H Natural Science: The Search for Order	12
Social Science	3

Third Year

H 407 Junior Honors Seminar	3
H 303 Thesis Development Seminar	1

Fourth Year

H 403 Senior Thesis	3
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Total hours 55

Other possible Honors courses are listed in the course descriptions to allow flexibility in tailoring the curriculum to individual student needs-- H101, H 201, H 401, and H 407. These courses are available to any Honors student desiring or needing supplemental work in a particular course or by arrangement, independent study. In rare circumstances, Honors students may petition for a faculty member to design and teach a seminar on a particular topic. However, all such courses are subject to approval by the Honors Director and the Honors Committee and depend on budget considerations and faculty workloads.

Honors courses will be designated in the Schedule of Classes with an "H," but listed under the academic program in which each is offered. The Thesis Development Seminar (H 303) and Senior Honors Thesis (H 403), however, are listed under "Honors." Honors courses which meet the writing-intensive or cultural diversity criteria are listed later in this section.

Two-Year Honors Associate Program

All of the above applies to Honors Associates, with the exception of the coursework during the first two years since Honors Associates join the Honors Program after their Liberal Arts Core Curriculum has been completed or nearly completed. Such students would normally apply to the Honors Program in the spring of their sophomore year for admission the following fall. Occasional adjustments can be made with the Honors Program Director on a per case basis for those who wish to join the Honors Program earlier and complete their LACC in first and second year Honors courses. Thus the thirteen hours of coursework required for Honors Associates (see below) may vary, depending upon each student's situation. The Senior Honors Thesis, Thesis Development Seminar, Junior Portfolio, and the two Junior Honors Seminars are required for graduation as an Honors Associate.

Third Year

207H, 208H, or 209H Honors Philosophy	3
H 407 Junior Honors Seminar	3
H303 Thesis Development Seminar	1

Fourth Year

H 407 Junior Honors Seminar	3
H 403 Senior Thesis	3

Total hours 13

Admission to Honors Program

Entering freshmen will be considered for admission to the program on the basis of high school grade point average (GPA), Scholastic Aptitude Test Score (SAT) or ACT, letters of recommendation from two of their high school instructors, and their completed application. Students with a GPA of 3.5 or higher or SAT scores of 1180 or more should definitely apply.



School of liberal arts & sciences

Transfer students or those already attending Western will be considered for the program on the basis of their college grade point average, recommendations from two of their instructors, and the completed application. Transfer students with an AA degree should submit transcripts and references from their community college; transfer applicants without an AA degree should make clear how much of their LACC will have been completed by the time they might enroll in Honors.

For more detailed information on the Honors Program, consult the Honors Handbook (available through the Honors Program Director).

Application

Qualified students interested in the program are encouraged to apply. Application forms and further information may be obtained from:

Honors Program Director
Western Oregon State College
Monmouth, OR 97361

or the office of the Dean of Liberal Arts and Sciences at (503)838-8226. Application to Western should be made separately.

Honors-Cultural Diversity and Writing-Intensive Course Listings

Listed below are the Honors courses which meet the cultural diversity and writing-intensive graduation requirements. Additional information about these graduation requirements is located on page 45, or consult the Director of the Honors Program.

Course Selections for the Cultural Diversity Requirement-Honors

CA 101H A Correlated Study of The Arts (Visual Arts)
CA 101H A Correlated Study of The Arts (Music)
CA 103H A Correlated Study of The Arts (Theatre)
Eng 107H, Eng 108H, Eng 109H Literature of the Western World
Hst 104H, Hst 105H, Hst 106H World History
Soc 225H Social Problems

Course Selections for the Writing Intensive Requirement-Honors

CA 101H A Correlated Study of the Arts (Visual Arts)
CA 102H A Correlated Study of the Arts (Music)
CA 103H A Correlated Study of the Arts (Theatre)

Eng 107H, Eng 108H, Eng 109H Literature of the Western World
Hst 104H, Hst 105H, Hst 106H World History
GS 201H, GS 202H, GS 203H Natural Science: The Search for Order
Phl 207H, Phl 208H, Phl 209H Philosophy in the Western World
Soc 225H Social Problems
H 303 Thesis Development Seminar
H 403 Senior Honors Thesis

military science (army rotc)

Western offers credit for a four-year program in Military Science. Students interested in obtaining an officer's commission may contact the Army ROTC department. Classes may be taught at Western or Oregon State University in Corvallis. The program is designed to produce regular and reserve junior officers in the United States Army. The basic military education provides the background and attributes for an Army officer while the student completes the regular course of study.

The Army ROTC commissioning program consists of:

- Either the basic course (MS 111, 112, 113 and MS 211, 212, 213); or the basic summer camp (MS 214).
- The advanced course (MS 311, 312, 313 and MS 411, 412, 413).
- The advanced summer camp (MS 314, taken between the junior and senior years).
- The student's regular program of study.

Students completing the commissioning program will have received up to 36 hours of elective credit in Military Science. Courses are graded and included in the student's grade-point average.

Military Science Minor

At least 18 of the 27 hours required in the minor must be military science courses.

Military Science
MS 111, 112, 113 Military Science I 3
MS 211, 212, 213 Military Science II 6
MS 311, 312, 313 Military Science III 9
MS 314 Advanced Summer Camp 6
MS 411, 412, 413 Military Science IV 9
Up to nine hours may be taken within the following electives.
Political Science
PS 203 International Relations 3
PS 351 Introduction to Public Policy 3
PS 352 Constitutional Law 3

Economics

Ec 318 Money and Banking 3
Ec 319 Public Finance 3
Ec 395 Managerial Economics 3

Total hours in minor 27

The basic course has several entry points. These are the options:

- Freshman classes (MS 111, 112, 113) and sophomore classes (MS 211, 212, 213).
- Attendance at the six-week basic summer camp (MS 214) at Ft. Knox, Ky.

The advanced course is less flexible. It requires completion of junior and senior classes (MS 311, 312, 313 and MS 411, 412, 413) and the advanced summer camp (MS 314).

Cadets attending the basic and advanced camps are paid one-half of a second lieutenant's monthly salary, plus a mileage allowance or the cost of a round trip airline ticket to camp. Advanced course cadets receive a subsistence allowance of \$150 per school month, excluding the advanced camp period.

Advanced students are selected by the following criteria:

- Acceptance by the professor of Military Science and the Western Provost.
- Ability to complete commission requirements before age 30 (may be waived for applicants with exceptional ability).
- Successful completion of prescribed survey and general screening tests.
- Completion of the basic course (or credit for previous honorable active service in a branch of the armed services or Coast Guard).
- United States citizenship.
- Physically qualified under Army standards (certain correctable defects allowed).
- Acceptance by Western as a regularly enrolled student.
- Agreement to complete the advanced course (contingent upon remaining in college).
- Attend summer camp at a specified time.
- Agreement to accept a commission, if offered.

Commissions. The branch of the Army in which the student is commissioned will be determined by academic standing, the candidate's desires, and the needs of the Army. Having received a reserve commission, the new officer may be selected for four years of extended active duty or may stay on active duty only long enough to attend the officer's basic course. The active-duty-for-training-only

option is guaranteed to cadets who request it.

Distinguished military students may apply for appointment as commissioned officers in the regular Army. They must possess outstanding qualities of military leadership, high moral character, and aptitude for the military service; be between the ages of 21 and 27; and meet physical standards. If selected, they will serve for at least four years.

Scholarships. Army ROTC offers four types of scholarships. Each pays full tuition and fees, \$450 for books, and \$150 subsistence pay per school month for the term of the scholarship. The pay is not paid in addition to the subsistence pay that all advanced course cadets receive, but is an alternative financial aid program. Four-year scholarships are awarded to selected applicants from among high school seniors. Two- and three-year scholarships are available to freshman and sophomore students. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon State College, Military Science Department, HSS 201, Monmouth, OR, 97361, (503)838-8356 or 838-8280; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis, OR, 97331, (541)737-3511.

Curriculum

Basic Course (or previous honorable active service) 3-9

MS 111, 112, 113 Military Science I (3 credits)
and MS 211, 212, 213 Military Science II (6 credits), plus one Cadet Corps activity per term, or

MS 214 Basic Summer Camp (6 credits), or

MS 215 Fundamentals of Military Science (3 credits, plus specified Cadet Corps activities

Advanced Course 24

MS 311, 312, 313 Military Science III 9

MS 314 Advanced Summer Camp 6

MS 411, 412, 413 Military Science IV 9

Total hours in program 27-33

aerospace studies (air force rotc)

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis, Ore., 97331, (503)754-3291.

naval science (naval rotc)

Students interested in Naval ROTC may contact the Oregon State University Naval ROTC unit, Corvallis, Ore., 97331.

special programs

Honors

LOWER-DIVISION COURSES

H 101 Freshman Honors 1 hour

Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 201 Sophomore Honors 1 hour

Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

UPPER-DIVISION COURSES

H 303 Thesis Development Seminar 1 hour

Development of proposal for Senior Honors Thesis, including annotated bibliography, and preparation and submission of Junior Honors Writing Portfolio. Enrollment limited to students in Honors or Honors Associate programs.

H 401 Senior Honors 2-3 hours

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours. Enrollment limited to students in Honors or Honors Associate programs.

H 403 Senior Honors Thesis 3 hours

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to students in Honors or Honors Associate programs.

H 407 Honors Seminar 3 hours

Interdisciplinary Courses

LOWER-DIVISION COURSE

MTCS 100 Mathematics and Technology 6 hours

A course designed to meet the minimum Liberal Arts Core requirements in Computer Science and Mathematics. This course is an interdisciplinary course--mathematics and computer science are not treated as different disciplines. Besides learning about mathematics and computers, in this course you will formulate and solve real-world problems, and refine your skills to reason critically and quantitatively. Prerequisite: Mth 095 with grade of C or better, or satisfactory score on math placement test.

Military Science (ROTC)

LOWER-DIVISION COURSES

MS 111 Military Science I: Leadership Development 1 hour

Introduction to ROTC, its relationship to the U.S. Army. Role of the Army officer, including leadership and management fundamentals. Types of jobs available to Army officers.

MS 112 Military Science I: Military Skills 1 hour

Basic rifle marksmanship; military first aid; customs and traditions of the U.S. Army; unit organization and missions.

MS 113 Military Science I: Land Navigation 1 hour

How to read a topographic map and use a magnetic compass; includes practical exercises.

MS 211 Military Science II: Fundamentals of Military Operations 2 hours

Basic U.S. Army tactics at the individual, team and squad levels. Integration of military skills in offensive and defensive operations.

MS 212 Military Science II: Effective Team Building 2 hours

An examination of effective leadership. Development of interpersonal skills using practical exercises and case studies.

MS 213 Military Science II: American Military History 2 hours

History of the American soldier from 1775 to 1919; weaponry and tactics of the American Army.

MS 214 Basic Summer Camp: Camp Challenge 6 hours

Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.

MS 215 Fundamentals of Military Science 3 hours

Leadership and management fundamentals; role of the Army ROTC and the Army officer. Individual military skills and their incorporation into tactical operations at the squad level. Land navigation using map and compass.

MS 216 Basic Military Science 6 hours

Introduction to leadership and management. Organization of the Army and ROTC. The Army as a profession. Map reading and land navigation. Military tactics. Role of the Army officer. Summer only.

UPPER-DIVISION COURSES

MS 311, 312, 313 Military Science III: Leadership and Management of Military Organizations 3 hours each term

The study of military leadership, management, and theory and dynamics of the military team. Apply principles to advanced military operations. Includes: leadership, management, and organizational theory, group dynamics, functions of staff organizations, development of the commander's estimate, combat orders and plans, troop leading procedures, application of leadership concepts in offensive and defensive operations at the squad, platoon, and company level, and fundamentals of small unit tactics/patrolling.



Course descriptions

MS 314 Advanced Summer Camp: Camp Adventure 6 hours

Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment. Prerequisite: MS 311, 312, 313.

MS 405 Reading and Conference Terms and hours to be arranged.

Consent of instructor required.

MS 411, 412, 413 Military Science IV: Preparation for Officership 3 hours each term

Recent military history, national defense policy and its application in current world events. Includes military law, law of land warfare, small unit administration, and ethics and professionalism with emphasis on applied leadership, management techniques, and ethical decision making. Designed to assist the future army officer with the transition from student to junior officer in the armed forces of the United States.

(Consolidation and change in course descriptions allows flexibility in course content to meet ROTC curriculum guidelines.)

business

LOWER-DIVISION COURSES

BA 101 Introduction to Business 3 hours

Business organization, operation and management; intended to orient the student in the field.

BA 199 Special Studies 1-3 hours Terms and hours to be arranged.

BA 211 Fundamentals of Accounting I 3 hours

This is the first course in Financial Accounting. It serves as an introduction to accounting and to the methodology of recording transactions. A study of the statements derived from records maintained for a business, as well as that of an internal control system. Accounting for current assets and liabilities.

BA 212 Fundamentals of Accounting II 3 hours

This is the second course in Financial Accounting. It deals with fixed assets; partnership accounting; corporation accounting and long-term liabilities. Prerequisite: BA 211.

BA 213 Fundamentals of Accounting III 3 hours

This is a course in managerial accounting; flow of funds; flow of cash reporting; cost accounting; budgeting; purposes and installation of standard costs to the accounting system; cost volume profit analysis; capital outlay budgeting; effect of the tax system on business decisions. Prerequisites: BA 212 and CS 121.

BA 217 Accounting for Nonaccountants 3 hours

To provide a comprehensive nontechnical accounting course for the business minor and others interested in a survey of financial and managerial accounting techniques. Assumes no prior knowledge of accounting. Not available for credit in the Business major.

BA 220 Introduction to Financial Management 3 hours

Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Not available for credit in the Business major. Prerequisite: BA 211 or BA 217 or equivalent.

BA 229 Personal Finance 3 hours

Study of the role of the consumer in American society, consumer decision-making, consumer credit and borrowing, home ownership, life insurance, annuities, estate planning, wills, trusts, expenditures and taxes for government.

BA 230 Introduction to Business Law 3 hours

Nature and role of the law in conducting business; tort, formation, performance, and discharge of contracts; commercial transactions, and law of business organization, sales, bankruptcies; and the general nature of government regulation.

BA 284 Introduction to International Business 3 hours

This course will address the organization, marketing, and finance of international business. Each section will address the role of culture and the restrictions placed on international business.

UPPER-DIVISION COURSES

Formal admission to the Business Program is required as a prerequisite for some upper-division courses in Business.

A minimum of junior standing is required as a prerequisite for all 300 and 400 level Business courses.

BA 301 Problems and Opportunities of Small Business 3 hours

Instruction will focus on entrepreneurship, forms of ownership, operating a business, staying in business, management styles, profitability, financial needs and competition. Prerequisites: BA 211 or BA 217, EC 201 and EC 202.

BA 305 Business Analysis and Report Writing 3 hours

Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis. Prerequisites: Junior standing, with BA 211, BA 212, EC 201 and EC 202.

BA 310 Principles of Marketing 3 hours

This course introduces the theories, concepts and terms that marketers use in their daily planning activities. The course begins with an overview of strategic marketing planning. Afterward the strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy and price strategy) are examined in greater detail.

BA 311 Personal Selling 3 hours

The application of personal selling theories with a focus on basic steps in the selling process: prospecting, qualifying, presentation, objections, closing and follow-up. Prerequisite: BA 310.

BA 315 Financial Management I 3 hours

Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management, and capital budgeting. Course also covers the basics of financial markets, institutions and sources of supply of different types of funds available to a firm. Prerequisite: BA 213.

BA 316 Financial Management II 3 hours

Advanced tools and concepts used in the management of funds. Topics include inventory and credit policies, risk, capital budgeting, financial structure, cost of capital, dividend policy and valuation of a firm. Overall financial strategy and timing of its implementation are also examined. Specialized topics: mergers and acquisitions, financial failure and financial policy for multinational firms may be considered. Prerequisite: BA 315.

Course descriptions

BA 317 Intermediate Accounting I **3 hours**

Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. Emphasis on applications to small business. Prerequisite: BA 213, or consent of instructor.

BA 318 Intermediate Accounting II **3 hours**

Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders equity transactions. Emphasis on application to small business. Prerequisites: BA 317, or consent of instructor.

BA 319 Intermediate Accounting III **3 hours**

Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows and full disclosure. Prerequisite: BA 318, or consent of instructor.

BA 325 Modern Portfolio Theory **3 hours**

The course develops an understanding of the key ingredients in the development of portfolio selection. Efficient portfolio selection based on risk-return utility preference is shown to be the foundation upon which all current financial theory is based. Prerequisite: BA 315

BA 340 Business Fluctuations and Forecasting **3 hours**

Description and brief historical survey of business fluctuations. Presentation of the various theories of business fluctuations and the empirical evidence for each. Discussion of the social consequences of fluctuating economic activity. Examination of business strategies for dealing with the cycle. Prerequisite: Junior level standing or consent of instructor.

BA 361 Organizational Behavior **3 hours**

A survey of current theories about the behavior of individuals and groups within organizations, as well as the operation of the organization as a whole. Topics include individual differences, job attitudes, decision making, motivation, job design, group structure and process, communication, leadership, power and politics, organizational structure and design, and organizational change.

BA 367 Quantitative Methods I **3 hours**

An application of statistical methods to entrepreneurial decision-making processes relative to operating a business. Emphasis will be on probability analysis, sampling techniques, and regression analysis. Particular attention will be paid to problems of small business. Prerequisites: Mth 243.

BA 368 Quantitative Methods II **3 hours**

Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management, and dynamic programming. Prerequisite: MTH 243.

BA 370 Business and Society **3 hours**

Explores the complex interrelationships among business, government, and society, with an emphasis on the social responsibilities of business. Topics include diversity in the workplace, consumerism, environmental policy and risks, ethical decision making, and business involvement in the political process. Prerequisites: upper division standing or consent of instructor.

BA 390 Management **3 hours**

An introduction to basic management processes with an emphasis on problem-solving skills. The course examines the four managerial functions of planning, organizing, leading, and controlling. Students apply management theories to current topics, including innovation and workplace diversity.

BA 391 Personnel Management **3 hours**

An introduction to personnel functions and human resource management. This course deals with problems and concepts relating to personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations, occupational health and safety. Prerequisite: BA 390.

BA 392 Management of Diversity **3 hours**

This course will focus on managing diversity within organizations by addressing topics such as: development and management of multi-cultural work teams, cross-cultural communication, and performance evaluation. Prerequisite: BA 361 and BA 390 or consent of instructor.

BA 398 Personal Investment Analysis **3 hours**

To offer students a course of study that will provide them with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage, and stocks and bonds. Prerequisite: BA 315.

BA 399 Special Studies **1-3 hours** Terms and hours to be arranged.

BA 406 Special Individual Studies **1-6 hours**

Terms and hours to be arranged. A specialized or individualized course of study within the business area, developed in consultation with the instructor.

BA 407 Seminar **1-3 hours**

Terms and hours to be arranged. Special seminar topic offerings in business.

BA 409 Internship/Practicum **3-12 hours**

Practical application of business theory and/or collection of data for theoretical interpretation.

BA 410 Marketing Research **3 hours**

Includes the definition of marketing research, the process of marketing research, classifications of marketing research, and the stages in the research process. Prerequisites: BA 310 and Mth 243.

BA 411 Marketing Strategy **3 hours**

Strategic marketing involves the development and use of marketing plans. These plans consist of two main components: (1) a situational analysis which is based on research of a company's external and internal environments, and (2) tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, good or service. In strategic marketing, students learn the process of creating marketing plans. Prerequisites: BA 310 and BA 390.

BA 415 Advertising and Promotion **3 hours**

The management of advertising and promotion and their integration with other elements of the marketing mix. Includes situation analysis, determining promotional mix and budget, media selection, reseller promotion, evaluation of promotional effectiveness and ethics. Prerequisite: BA 310.

Course descriptions

BA 416 Government Regulation 3 hours

The student will review the philosophy of regulation in the marketplace; evaluate the impact of regulation on business practices; and study the cost/benefit ratio of regulation for selected sectors of the American economy. Special emphasis will be placed on the cost of regulation as it impacts small businesses. Prerequisites: BA 211, BA 212, Ec 201, Ec 202, Ec 457, and Ec 458.

BA 420 Securities Analysis 3 hours

The course will develop the theory and the requisite tools of securities analysis using computer modeling and portfolio applications. Prerequisite: BA 325.

BA 421 Cost Accounting I 3 hours

Nature and purpose of cost accounting; accounting for cost inputs (materials, labor, overhead), job order versus process costing; by-products. Prerequisite: BA 213.

BA 422 Cost Accounting II 3 hours

Actual versus standard cost accounting, budgeting, assigning responsibility and controlling costs, direct costing versus full absorption costing, inventory control, statistical analysis of cost behavior, capital budgeting. Prerequisite: BA 421 or consent of instructor.

BA 424 Capital Budgeting 3 hours

This course will suggest a logical framework for the analysis of how much a firm should invest in plant and equipment, how the funds invested should be allocated to specific assets and how these expenditures should be financed. Prerequisite: BA 315.

BA 427 Small Business Finance 3 hours

This course utilizes the basic processes, principles, tools and concepts of finance within the parameters of a small business. The course centers around a project to develop a complete financial plan that projects the future flow of funds by analyzing and integrating the impact of investment decisions and financing decisions. Prerequisite: BA 315.

BA 430 Business Taxation 3 hours

Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

BA 431 Federal Income Tax I 3 hours

The study of individual income tax, gains and losses, dividends, business and personal deductions and tax computations. Prerequisite: BA 213, or consent of instructor.

BA 432 Federal Income Tax II 3 hours

Philosophy of the tax system and required reporting under federal tax law for corporations, partnerships, estates and trusts, estate and gift taxes; installment sales; cash and accrual basis taxation. Prerequisite: BA 431, or consent of instructor.

BA 433 Federal Income Tax III 3 hours

The study of computer-based tax tools; tax research; tax planning; tax procedure; and taxation of gratuitous transfers. Prerequisite: BA 432, or consent of instructor.

BA 438 Real Estate Investment 3 hours

Comprehensive overview of real estate finance. Factors affecting real estate investment are emphasized. Specific topics covered include: valuation, market analysis, ownership forms, financing, development and portfolio effect. Prerequisite: BA 315.

BA 441 Advanced Accounting I 3 hours

Study of business combinations. Partnerships formation and liquidation; corporate consolidated statements, and unusual transaction presentation, including subsidiary equity. Prerequisite: BA 319.

BA 450 State and Local Government Finance 3 hours

The economics and policy analysis of government expenditures, taxes, and intergovernmental fiscal relations. The role of government in the economy and policy analysis. The division of functions and revenues between state and local governments; revenues, expenditures, and indebtedness of these governments. Analysis of state and local tax structures. Application to study of the Oregon system. Prerequisite: BA 315, or consent of instructor.

BA 451 Auditing I 3 hours

Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers; flow charting techniques. Prerequisite: BA 319, or consent of instructor.

BA 464 Small Business Consulting 3 hours

This course is provided in conjunction with the Small Business Administration's Small Business Institute program. Student teams are assigned to a professional consulting project for a local small business.

BA 475 Sales Management 3 hours

The management of personal selling through the organization, forecasting, budgeting, recruiting and selection, training, compensation, motivation, evaluation and control concepts, theory and ethics. Prerequisites: BA 310 and BA 390.

BA 476 Topics in Management 3 hours

Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. Prerequisite: BA 390.

BA 477 Topics in Marketing 3 hours

Focus on marketing topics of special interest to students and faculty such as retail marketing, services marketing, distribution channels or small business marketing. May be repeated for different topics. Prerequisite: BA 310 and BA 390.

BA 484 International Management 3 hours

A study of the political, social, cultural, economic, and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. Prerequisite: BA 390.

BA 485 International Finance 3 hours

A study of the source and availability of funds to finance business engaged in international trade. Emphasis will be on financial analysis, operating and financial leverage, and financial forecasting. Prerequisite: BA 315.

BA 486 International Marketing 3 hours

A study of the influence of foreign markets, competition, and government policy in creating and penetrating markets. Emphasis will be on marketing strategies for small business. Prerequisite: BA 310.

BA 487 International Law 3 hours

A study of law as it applies to businesses participating in international business operations.

BA 490 Operations Management 3 hours

An introductory investigation into managerial processes pertinent to internal operations of task related enterprises. Subjects related to operations planning and control, locations, capacity decisions, systems reliability, facility layout, program scheduling, and inventory management are the focus of this course. Prerequisite: BA 367 and BA 390.

Course descriptions

BA 491 Business Policy 3 hours

A capstone course in business studies designed to bring functional areas of business studies (such as finance, personnel, marketing, accounting, etc.) into an integrated whole. Policy is concerned with the overall view of business enterprise—the domain of top management. The case method is the basic tool for introducing students to the complexity of policy questions. Prerequisites: Senior standing with most of business core curriculum completed.

BA 492 Total Quality Management 3 hours

This course will focus on using quality practices within organizations by addressing topics such as: team development, statistical process control, problem solving, and organizational design. Prerequisite: BA 361, BA 390, and MTH 243 or equivalent.

BA 493 Entrepreneurial Decision-Making 3 hours

A management simulation will introduce students to the interactive factors influencing business operations. The computerized economic model is a dynamic business case whose outcome is determined by internal functioning and external interactions of several competing firms in a hypothetical industry. Prerequisites: Junior standing, BA 310 and BA 390.

computer science

LOWER-DIVISION COURSES

CS 101 Computers and Society 2 hours

This course provides an introduction to the computer's role in society. The student will become familiar with current computer terminology and will use applications software, including a word processor. CS 101L must be completed concurrently.

CS 121 Computer Applications in Business 4 hours

An introduction to the primary business application tools available for microcomputers. Students will use word processor, spreadsheet, and database software. This course could serve as the first course for students who want to major or minor in computer science, but have no experience with a computer. CS 121L must be completed concurrently.

CS 161 Survey of Computer Science 4 hours

An introduction to the field of computer science. Topics will include operating systems, problem definition and programming.

CS 162 Computer Science I 4 hours

Formulation of problem specifications, development of algorithms, program design, structured programming concepts, program execution and documentation. Three hours of laboratory is required in addition to the lectures. Prerequisite: CS 161 or consent of instructor.

CS 221 Advanced Computer Application in Business 2 hours

An introduction to integration of software applications, advanced spreadsheets, macros, and relational databases. The course will improve students' understanding of DOS commands, introduce disk management techniques, and increase students' ability to use a microcomputer efficiently. Supplemental topics may include desktop publishing and presentation graphics. Prerequisite: CS 121.

CS 222 Computer Systems Management 3 hours

This course will provide hands-on experience in assembling, installing and maintaining computer hardware and software systems.

CS 235, 236 Data Processing I and II: COBOL 4 hours each term

This course is designed to teach the user how 1) to write ANSI COBOL Programs using the structured approach; 2) to understand how COBOL is used effectively in commercial applications; 3) to learn an efficient logical approach for writing sophisticated programs. Prerequisite: CS 162.

CS 260 Computer Science II 4 hours

Course will cover algorithms for external file processing and concepts associated with data abstraction. Examples will include linked lists, stacks, queues and trees. Three hours of laboratory is required in addition to the lectures. Prerequisite: CS 162.

CS 262 Programming Languages 2 hours

Computer applications using the language designated. Prerequisite: CS 162 or previous programming instruction.

CS 271 Computer Organization 4 hours

Logical organization, computer hardware, introduction to assembly and machine language programming. Prerequisite: CS 260.

UPPER-DIVISION COURSES

CS 311 Data Structures I 3 hours

This course studies the merging of abstract data types and the algorithms which manipulate them. Topics could include: the study of the elementary searching and sorting algorithms, the use of the abstract datatypes such as stacks, queues and trees, and an introduction to complexity analysis. Prerequisite: CS 260.

CS 313 Data Structures II 3 hours

A continuation of CS 311, where topics could include advanced searching and sorting algorithms, a further treatment of the datatype trees into AVL trees, B-Trees and B+Trees, the inclusion of external file manipulation algorithms, graph structures, and further study of complexity analysis and classes. Prerequisite: CS 311.



Course descriptions

CS 315 Theory of Programming Languages 3 hours

Programming language paradigms and implementation issues form the major content of this course. Paradigms studied include at least Imperative, Functional, Logic and Object Oriented languages. Students will learn how to approach problems from the viewpoint of each of the paradigms. Implementation issues studied may include language evaluation criteria, forms of abstraction, scoping rules, parameter types, control structures, data typing, static vs. dynamic issues. Prerequisite: CS 313

CS 345 Theory of Computation I 3 hours

This course presents the underlying theory of computer science. Introduction to the theoretical models of computing, i.e. finite automata, pushdown automata and Turing machines are covered, along with a basic discussion on the classification of algorithms. Prerequisite: CS 311.

CS 372 Operating Systems 3 hours

This course provides an introduction to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, file management, demand paging, scheduling, and dispatching. Prerequisite: CS 271, CS 311.

CS 406 Special Topics 1-4 hours

Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

CS 407 Seminar 1-4 hours

Terms and hours to be arranged.

CS 408 Workshop 1-4 hours

Terms and hours to be arranged.

CS 409 Practicum 1-9 hours

Offers practical experience working in a computer science department for area businesses and industries.

CS 415 Analysis of Algorithms 3 hours

A variety of algorithms are examined in terms of their demands on the resources of space and time. The trade-offs between space and time utilization are weighed so that the appropriate algorithm will be used for a particular situation. The techniques for doing a detailed algorithm analysis are covered. A theoretical component on the classes of algorithms is included. Prerequisite: CS 313.

CS 420 Data Management Systems 3 hours

Database system architecture; relational, hierarchical, and network approaches. Security and integrity of data bases. Prerequisite: CS 311.

CS 423 Survey of Artificial Intelligence 3 hours

Basic ideas and goals of A.I. Heuristic problem-solving search; game playing and theorem-proving techniques; rule-based systems. Prerequisite: CS 315.

CS 424 Expert Systems 3 hours

This course will provide an introduction to both the construction of Knowledge-Based systems and the study of the underlying inference mechanisms. Both diagnostic and constructive systems will be studied. Additional topics may include the study of the development of expertise, the testing and maintenance of knowledge-based systems, and their potential impact upon organizations. Prerequisites: CS 313 and CS 315.

CS 425 System Analysis and Design 3 hours

This course requires students to work as a group for the solution of a large scale project. An iterative approach of design and analysis is used while prototyping and other alternative strategies are discussed. This term is devoted to the thorough design and documentation of a software product. Current software tools are integrated into the course, e.g. Dataflow systems, version control systems etc. Prerequisite: CS 311.

CS 430 Software Implementation and Testing 3 hours

A continuation of the CS 425 course where the students in groups perform implementation of a designed software product. The emphasis is on unit testing, integration of the system and final testing of the product. Documentation and testing are the emphasis. Prerequisite: CS 425.

CS 435 Business Information Systems 3 hours

The emphasis in this course is on the application tools available on microcomputers for the design and implementation of business systems. Students will develop evaluational instruments to be used in the selection and design of business systems. Prerequisite: CS 311 or consent of instructor.

CS 440 Operating Systems - Advanced Topics 3 hours.

To develop an understanding of the major programs used today that make the computing hardware usable. Emphasis will be placed on the operating systems used with the popular microcomputers. Prerequisite: CS 313 and CS 372.

CS 441 Computer Graphics 3 hours

This course covers the basic principles for the design, use, and understanding of computer graphics. Algorithms for creating and manipulating graphic displays using a graphics kernel system are examined. The course also examines the hardware and software components of graphics systems. Prerequisite: CS 311.

CS 442 Parallel Programming 3 hours

The study of parallel architecture and parallel programming paradigms. A comparison of large grain and fine grain programming methods. Topics also include: process creation and termination, shared and private data, scheduling algorithms, and interprocess communication. Prerequisite: CS 313.

CS 445 Theory of Computation II 3 hours

This course explores the mathematical foundation of computer science. The various levels of automata theory are covered (finite automata, pushdown automata, turing machine) along with their deterministic and non-deterministic counterparts. Emphasis is on identifying the gain in "power" as each new machine is introduced and the implications of the class of problems each is able to solve. Finally, a tie is established between the theoretical models and the modern day algorithms which can be described by these models. Prerequisites: CS 345 and CS 313.

CS 450 Networks 3 hours

Develop an understanding of local area network protocols using the OSI model. Students will install system software and users into existing local area networks. Prerequisite: CS 311.

CS 460 Compiler Design 3 hours

This course includes the theoretical discussion of the complexities of a modern compiler, along with the examination of the algorithms necessary to implement the same. Programming tools such as LEX and YACC are used. All phases of a compiler are implemented. Prerequisites: CS 345 and CS 313.

creative arts

Creative Arts

LOWER-DIVISION COURSES

CA 101H, 102H, 103H **A Correlated**
Study of the Arts **3 hours each**
term

This writing-intensive sequence addresses the conceptual language used in the Visual Arts, Music, and Theater. In addition significant emphasis is placed on the historical developments in European-American Arts. Each term will also include some examination of representative examples of the Arts from Non-Western cultures.

CA 199 **Special Studies**
Terms and hours to be arranged.

UPPER-DIVISION COURSES

CA 399 **Special Studies** **1-3 hours**
CA 406 **Special Individual Studies**
1-3 hours
CA 407 **Seminar** **1-3 hours**
CA 408 **Workshop** **1-3 hours**
CA 409 **Practicum** **1-3 hours**

Art

LOWER-DIVISION COURSES

A 100 **The Visual Arts**
3 hours
 Introduction to the visual arts as expressions of the thought and culture of mankind.

A 115 **Beginning Design: Two-dimensional**
3 hours
 Beginning theory and studio practice in using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts.

A 116 **Beginning Design: Three-dimensional** **3 hours**
 Beginning theory and studio practice in using the elements and principles of visual design to articulate visual ideas in three-dimensional arts.

A 117 **Beginning Design: Color**
3 hours
 Theory and studio practice in using theoretical concepts in the development and deployment of color in the visual arts.

A 130 **Beginning Drawing** **3 hours**
 Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression.

A 135 **Beginning Life Drawing**
3 hours
 A studio introduction to the structure and form of the figure.

A 199 **Special studies**
 Terms and hours to be arranged.

A 204 **Art History: Prehistoric through Byzantine** **3 hours**
 Survey of the meaning and function of art of the ancient world, including that of the Near East, the Aegean, the Roman Empire and Early Christianity, Asia and the Americas.

A 205 **Art History: Medieval through Renaissance** **3 hours**
 Survey of Christian and secular art of the Middle Ages and Renaissance and a brief study of art of corresponding non-Western cultures. Particular attention to issues of style, patronage, iconography, the changing roles of artist and viewer, and critical response.

A 206 **Art History: Baroque to Modern**
3 hours
 Art from the 17th to the mid-19th century within its historical and intellectual context. The course examines issues in the development of modern aesthetics.

A 220 **Introduction to Typography**
3 hours
 Studio introduction to typographical forms as a design element. Familiarity with type vocabulary and measurements. Introductory photo-mechanical processes. Prerequisite: A 115

A 255 **Introduction to Ceramics**
3 hours
 Basic laboratory exploration in clay-forming processes and glazing. Survey of clay origins and composition, decorating processes, drying, firing kilns, and glaze composition. Prerequisite: A 115.

A 260 **Introduction to Jewelry**
3 hours
 Introductory course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals. Basic construction techniques emphasized. Prerequisite: A 115.

A 270 **Introduction to Printmaking**
3 hours
 An introductory printmaking course designed to acquaint students with relief, screen printing, intaglio and lithography as visually expressive forms. Prerequisite: A 115.

A 280 **Introduction to Painting**
3 hours
 A survey of expressive and technical principles in painting. Studio practice in related media. Prerequisite: A 115.

A 290 **Introduction to Sculpture**
3 hours
 Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional artforms. Prerequisite: A 115

UPPER-DIVISION COURSES

A 304 **Art History: Modernism I** **3 hours**
 Modern art from the French Revolution to the end of the 19th century within the context of the political, social and aesthetic upheavals of that period.

A 305 **Art History: Modernism II**
3 hours
 Movements in art from the turn of the century to World War II in historical and critical context. Issues to be examined include art and mysticism, art and science, art as anti-art.

A 306 **Art History: Modernism III**
3 hours
 Art and criticism since World War II. Areas of inquiry include the expanded roles of art market and critic, the dematerialization of the art object, art and technology, and postmodernism.

A 315 **Intermediate Design: Two-Dimensional** **3 hours**
 Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. Prerequisite: A 115, A 117, A 130.

A 316 **Intermediate Design: Three-Dimensional** **3 hours**
 Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Prerequisites: A 115, A 116, A 130

A 320 **Typographical Layout**
3 hours
 Exploration of typographical layout as a visual language to convey meaning. Introductory computer graphics and color-proofing processes. Prerequisite: A 220.

A 321 **Graphic Design I** **3 hours**
 The photographic image in visual communications. Introduction to continuous tone and graphic arts photography. Prerequisite: A 320.

Course descriptions

A 322 Graphic Design II 3 hours

Preparing a campaign: exploration of issues related to typography, image and audience. Extensive digital and conventional print production processes. Prerequisites: A 116, A 117, A 130, A 135, and A 321.

A 330 Intermediate Drawing 3 hours

Continued study of technique and composition in graphic expression. Prerequisite: A 130.

A 335 Intermediate Drawing : Life 3 hours

Continued study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisite: A 135.

A 355 Intermediate Ceramics I 3 hours

Intermediate course in ceramic art with an emphasis on sculptural possibilities in the medium. Prerequisite: A 255.

A 356 Intermediate Ceramics II 3 hours

Intermediate study in ceramic art. Individual projects in selected ceramic areas. Prerequisite: A 355.

A 357 Intermediate Ceramics III 3 hours

Intermediate course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. Prerequisite: A 116, A 117, A 130, A 135, A 356.

A 360 Intermediate Jewelry I 3 hours

Intermediate course in the design and production of jewelry. Studio practice in traditional and contemporary techniques exploring lost wax, cuttle bone casting and continued exploration of construction forms. Prerequisite: A 260.

A 361 Intermediate Jewelry II 3 hours

Intermediate metal design and construction involving hand processes of raising, forging, bezel stone setting, and casting with silver and other metals. Prerequisite: A 360.

A 362 Intermediate Jewelry III 3 hours

An intermediate study of jewelry design and production where the use of constructed and cast settings are a part of the design. Precious and semiprecious stones will be prong and bezel set. Prerequisites: A 116, A 117, A 130, A 135, A 361.

A 370 Printmaking: Relief 3 hours

An intermediate, upper-division concerted study of linoleum, wood block and wood engraving as visually expressive techniques of relief printmaking. Prerequisite: A 270.

A 371 Printmaking: Screen Printing 3 hours

An intermediate, upper division, concerted study of film, block out and photo stencil as visually expressive printmaking techniques of screen printing. Prerequisite: A 270.

A 372 Printmaking: Intaglio 3 hours

An intermediate, upper division, concerted study of dry point, collagraphy, and etching as visually expressive techniques of intaglio printmaking. Prerequisites: A 116, A 117, A 130, A 135, A 371.

A 373 Printmaking: Lithography 3 hours

An intermediate, upper-division, concerted study of plate, stone and transfer as visually expressive techniques of lithography. Prerequisite: A 372.

A 380 Intermediate Painting 3 hours

Intermediate study and studio practice in opaque painting medium. Prerequisite: A 280.

A 381 Intermediate Painting 3 hours

Intermediate study and studio practice in transparent painting medium. Prerequisite: A 380.

A 382 Intermediate Painting 3 hours

Intermediate study and studio practice in selected painting media. Prerequisites: A 116, A 117, A 130, A 135, A 381.

A 390 Intermediate Sculpture: Papermaking 3 hours

A studio course designed to introduce students to the three phases of papermaking: mold-making, fiber preparation, and sheet forming. Each student learns to build their own paper mold and deckle, collect and prepare fibers for use, and form sheets of paper which can be utilized to support art images or be used as an expressive three-dimensional fiber medium. Prerequisite: A 290.

A 391 Intermediate Sculpture I 3 hours

Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Students select their emphasis within disciplines including wood, fiber, furniture design, traditional tribal art, mixed media and stone. Prerequisite: A 290.

A 392 Intermediate Sculpture II 3 hours

Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Students select their emphasis within disciplines including wood, fiber, furniture design, traditional tribal art, mixed media and stone. Prerequisites: A 116, A 117, A 130, A 135, A 391.

A 393 Intermediate Sculpture III 3 hours

Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Students select their emphasis within disciplines including wood, fiber, furniture design, traditional tribal art, mixed media and stone. Prerequisite: A 392.

A 399 Special Studies 1-3 hours

A 404 Art History: Japanese Art 3 hours

Survey of Japanese art and architecture from the prehistoric through the Meiji periods. Course will pay particular attention to the relationship between the visual arts in Japan and Shinto, Buddhism, and popular literature and theatre.

A 405 Art History: Women in Art 3 hours

A course dealing with women in art from antiquity to the present.

A 406 Art History: Special Topics 3 hours

A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history.

A 410 Seminar 1-3 hours

A 411 Workshop 1-3 hours

A 412 Practicum 1-3 hours

On-the-job experience for Art and Graphic Design majors. Formal requests must be submitted to the Art Department faculty no later than four weeks preceding the term of enrollment. Prerequisite: Upper-division standing; Graphic Design majors: A 420.

A 420 Applied Design I 3 hours

Self-promotion campaign. Emphasis on presentation issues and professional concerns. Extensive digital and conventional print production processes. Field trips. Prerequisite: A 322.

Course descriptions

A 421 Graphic Design III 3 hours

Preparing a campaign: exploration of issues related to typography, image and audience. Emphasis on a text-heavy environment. Extensive digital and conventional print production processes. Prerequisite: A 420.

A 422 Applied Design III 3 hours

Design team approach to creative problem-solving. Extensive digital and conventional print production processes. Field trips. Portfolio preparation and presentation. Prerequisite: A 421.

A 455 Advanced Ceramics I 3 hours

Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisite: A 357.

A 456 Advanced Ceramics II 3 hours

Advanced study in ceramic art. Individual project in selected ceramic areas. Prerequisite: A 455.

A 457 Advanced Ceramics III 3 hours

Advanced study in ceramic art. Individual projects related to glaze formulation and application. Prerequisite: A 456.

A 460 Advanced Jewelry I 3 hours

Advanced study in jewelry design, analysis of design trends, individual exploration and projects. Prerequisite: A 362.

A 461 Advanced Jewelry II 3 hours

An advanced study in the production of jewelry. Creating rubber molds for multiple editions or original constructed and lost wax casting. Prerequisite: A 460.

A 462 Advanced Jewelry III 3 hours

A culminating study of form, function and materials as they relate to personal interpretation of metal, stones, function and related technology. Prerequisite: A 461.

A 470 Advanced Printmaking: Relief or Screen Print 3 hours

Individualized advanced study and studio practice in various advanced techniques utilizing relief and/or screen print processes. Prerequisites: three 300 level printmaking courses in sequence.

A 471 Advanced Printmaking: Intaglio/Lithography 3 hours

Individualized advanced study and studio practice in various advanced techniques utilizing intaglio and/or lithographic processes. Prerequisite: A 470.

A 472 Advanced Printmaking: Mono Prints/Experimental Printmaking 3 hours

Advanced study in printmaking utilizing mono print and experimental printmaking techniques. Prerequisite: A 471.

A 480 Advanced Painting 3 hours

Advanced study and studio practice in opaque painting medium. Prerequisite: A 382.

A 481 Advanced Painting 3 hours

Advanced study and studio practice in transparent painting media. Prerequisite: A 480.

A 482 Advanced Painting 3 hours

Advanced study and studio practice in selected painting media. Prerequisite: A 481.

A 490 Advanced Sculpture I 3 hours

Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. Prerequisite: Three 300 level sculpture courses in sequence.

A 491 Advance Sculpture II 3 hours

Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. Prerequisite: A 490.

A 492 Advanced Sculpture III 3 hours

Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. Prerequisite: A 491.

A 498 Professional Concerns 3 hours

A survey of professional practice in the visual arts. Problems and study in "going public." Professional ethics; contracts; public obligations; art and the law; galleries, museums, and exhibitions; grants, fellowships and awards. Prerequisites: Upper-division standing.

A 499 Special Individual Studies 3 hours

Art Education

UPPER-DIVISION

ArE 433 Art Education: Elementary 3 hours

A survey of art education for prospective elementary teachers. Studio experience in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: A 115 and junior standing.



Course descriptions

ArE 490/590 Art in the Elementary School 3 hours

A course designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. Prerequisite: upper-division or graduate standing.

Dance

LOWER-DIVISION COURSES

D 180, 181, 182 Beginning Modern Dance I-III 1 hour each term

Introduction to the use of the human body in space and time. The elements of dance activity will be examined as they relate to the body in motion. Varied types of music and sound will be utilized to explore the relationship of sound to movement. Some choreographic studies will be included. To be taken in sequence.

D 185, 186, 187 Beginning Ballet I-III 1 hour each term

Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology and the basic movement sequences that will develop strength and flexibility. To be taken in sequence.

D 188, 189, 190 Beginning Jazz Dance I-III 1 hour each term

Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, isolation of the various body parts, and varied rhythmic accompaniment. To be taken in sequence.

D 196, 197, 198 Beginning Tap Dance I-III 1 hour each term

Introduction to the basic elements of tap dancing, such as the shuffle, flap, ball change and the varied combinations of these and other elements. Improvisation will also be introduced and the various styles of tap will be explored.

D 199 Special Studies Terms and hours to be arranged.

D 251 Introduction to Dance 3 hours

This course is designed to introduce the origins of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and contemporary. Also examined will be how and why people dance as well as how and why people watch dance, with concern for becoming more conscious and informed viewers.

D 253 Labanotation 3 hours

A study of the Labanotation method for analysis and recording of basic movements of the human body through the use of symbols. This system is applied to those fields in which there is a need to record motions of the body—dance, athletics, anthropology, and physiotherapy.

D 280, 281, 282 Intermediate Modern Dance I-III 1 hour each term

Development of the technique level of the student through exposure to varied styles of past and contemporary modern dance trends in movement theory. Individual and compositional studies also will be included. Prerequisite: beginning modern sequence or consent of instructor.

D 285, 286, 287 Intermediate Ballet I-III 1 hour each term

Introduction of the elements of advanced adagio, barre, petite and grande allegro. Emphasis will be placed on work in the center and across-the-floor combinations. Prerequisite: beginning ballet sequence or consent of instructor.

D 288, 289, 290 Intermediate Jazz Dance I-III 1 hour each term

Intermediate level past and contemporary jazz dance techniques. In addition to American jazz forms, the student will be exposed to African, Haitian and Caribbean jazz dance forms. Some emphasis will be placed on improvisatory jazz dance. Prerequisite: jazz dance sequence or consent of instructor.

UPPER-DIVISION COURSES

D 310 Women in Dance and Music: 1800-Present 3 hours

Women's contributions to music and dance from 1800 to the present will be presented within historical and sociological contexts.

D 351 Dance Composition I 3 hours

This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo, duet and trio compositions. Prerequisite: beginning modern sequence or consent of instructor.

D 352 Dance Composition II 3 hours

This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. Emphasis will be on quartet, quintet and sextet compositions. Prerequisite: D 351 or consent of instructor.

D 357 Dance in Musical Theater 3 hours

Introduction to various dance styles used in musical theater choreography. Roles played by selected choreographers in the development of musical theater choreography. Investigation of the relationship between the choreographer and the director, musical director and scenographer in terms of overall production values.

D 380, 381, 382 Advanced Modern Dance 1 hour each term

To develop the technique level of the student through advanced study in past and contemporary modern dance trends. Some exposure to European as well as American modern dance idioms will be explored. Prerequisite: intermediate modern dance sequence or consent of instructor.

D 390 Kinesiology for Dance 3 hours

This course includes a survey of kinesiology principles as related to basic movement. The areas stressed are anatomy, physiology, bio-mechanics, movement behavior, and various alignment and conditioning techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

D 399 Special Studies 1-3 hours

D 406 Independent Studies in Dance 1-3 hours

This course is aimed toward students who wish to study in depth selected topics in dance history, theory, education or criticism. Only 3 credit hours of D 406 and D 408, singly or combined, count as electives in the dance minor. Prerequisite: intermediate level dance study and consent of instructor.

D 407 Seminar 1-15 hours Terms and hours to be arranged.

D 408 Workshop 1-15 hours Terms and hours to be arranged.

(To allow for various workshops in Dance, i.e., Pas de Deux, men's techniques, African dance, etc.)

D 450 Modern Repertory Dance 1-3 hours

This course is designed to expose the advanced student in modern dance to the more advanced and varied modern dance techniques. Some of the techniques that might be explored, dependent upon the experience and background of the instructor, are those of Martha Graham, Doris Humphrey, Merce Cunningham and Alvin Nikolais. Advanced choreographic concepts will be explored in student choreographies. Performance ability and development of personal style will be emphasized.

Course descriptions

D 451 Dance Production 3 hours

This course will provide the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

D 453 Ballet from the Courts to Balanchine 3 hours

This course will cover the development of ballet from its roots in the Renaissance Courts through the Romantic and Classical eras to the late twentieth century.

D 454 Evolution of Modern Dance 3 hours

This course will cover the development of modern dance and the philosophies of the leading modern dancers of the decade from Duncan to the present.

D 455 Group Choreography 3 hours

This course will examine the use of groups of dancers as they relate to design, shape, focus, pace and balance. Group choreographers are integral. Prerequisite: D 351, 352 or consent of instructor.

D 491 Creative Dance for Children 3 hours

Contemporary American and European movement theory as it relates to the elementary school program. The interrelationship of dance to other subject areas will be explored. Prerequisite: a beginning level dance technique or consent of instructor.

D 494 Dance in Secondary Education 3 hours

This course will introduce a student to the methodologies involved in teaching dance on the secondary level. The topics examined include: how to build a dance class, what to teach and methodology involved, and integration of dance within the secondary school curriculum.

D 496 Dance and Related Arts 3 hours

This course will examine the aesthetic foundations of dance as a creative art. In addition, the philosophic basis of music, theater and art will be analyzed in relation to dance. Prerequisite: D 251, a dance history course, or consent of instructor.

Music

A maximum of 12 hours of music ensemble may be counted toward graduation. Courses include Mus 195, 197, 395, and 397.

LOWER-DIVISION COURSES

Mus 125 Basic Music 3 hours

Study of the basics of music reading and performance. Designed for the non-music major or minor with limited musical background. Brief overviews of musical structure, concert hall music, and music history included. Student must have access to electronic keyboard. This course is recommended to meet the Liberal Arts Core Curriculum requirements for students with limited music reading/keyboard skills who do not take music as an academic specialty or support area in Elementary Education. Mus 125L must be taken concurrently with Mus 125.

Mus 125L Lab: Basic Music 0 hours

Lab to be taken concurrently with Mus 125 Basic Music and with same instructor.

Mus 178, 179, 180 Voice Proficiency Class 2 hours each term

Essentials of singing, including tone production, diction, style, interpretation, and sight singing. These classes are specially designed for students preparing for the voice proficiency examination.

Mus 181, 182, 183 Voice Class 1 hour each term

The essentials of singing, including tone production, diction, style and interpretation.

Mus 189, 190, 191 Piano Proficiency 2 hours each term

Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. First three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination.

Mus 192, 193, 194 Piano Class 1 hour each term

Elementary piano course including rhythm, notation, keyboard and transposition.

Mus 195 Band 1 hour

Participation in Pep Band, Symphonic Band, and Jazz Orchestra is open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours per week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 197 Chorus 1 hour

Participation in the Concert Choir, Western Chamber Singers, and Western Jazz Choir is open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours per week.

Mus 199 Special Studies 1-15 hours Terms and hours to be arranged.

Mus 201 Introduction to Music and Its Literature 3 hours

An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall.

Mus 202 Music of Broadway 3 hours

An introduction to the elements and organizing principles of music as they relate to the music of Broadway. Stress is placed on developing fundamental listening skills with this music. An historical overview of Broadway music is included.

Mus 203 Jazz History 3 hours

An historical and analytical view of America's first indigenous musical art form. Focus on major figures and stylistic periods from dixieland to post-fusion.

Mus 204 Music of the World 3 hours

Investigation of music in culture. A comparative view, with emphasis on musics of Africa, Indonesia, South America, India, and Japan.

Mus 205 Music of the Black Heritage 3 hours

Survey of roots, influences and development of the music of Black composers and performers in America from pre-Civil War to the present.

Mus 206 Introduction to Music and MIDI 3 hours

An introduction to MIDI-based software applications, including notation, sequencing, and music education tools. Includes weekly studio times.

Course descriptions



Mus 211, 212, 213 Musicianship I 3 hours each term

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture) and formal aspects are studied.

Students must achieve a grade of "C" or higher in Mus 212 to proceed to the next term of the sequence, and all subsequent terms of the Musicianship core.

Mus 211L, 212L, 213L Lab: Musicianship I 1 hour each term

Study of sight singing, ear training and temporal acuity products. Taken concurrently with Mus 211, 212, 213.

Mus 234 Guitar Class 1 hour

Introduction to guitar playing with emphasis on chording, strumming, and finger-picking techniques and note reading.

Mus 235 Brass Class 1 hour

The study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments. Some instruments are provided by the college.

Mus 236 Woodwind Class 1 hour

The study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments. Some instruments are provided by the college.

Mus 237 Percussion Class 1 hour

The study of the percussion family. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments. Some instruments are provided by the college.

Mus 240 Improvisation I 2 hours

The study of major and minor keys and chord-scale relationships, and analysis and performance of jazz standards with a strong tonal center. Emphasis on melodic fluency. Prerequisite: Mus 211.

Mus 289, 290, 291 Piano Proficiency 2 hours each term

The study of solo repertoire and technical studies. Second three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination. Prerequisite: Mus 191 or consent of instructor.

Mus 292, 293, 294 Intermediate Piano Class 1 hour each term

The study of standard easy repertoire from the periods of baroque, classical, romantic, and twentieth century and the development of technical skills, ensemble playing and sight reading.

UPPER-DIVISION COURSES

Mus 310 Women in Dance and Music: 1800-Present 3 hours

Women's contributions to music and dance from 1800 to the present will be presented within historical and sociological contexts.

Mus 311, 312, 313 Musicianship II 4 hours each term

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. Prerequisite: Mus 213.

Mus 311L, 312L, 313L Musicianship II Lab 1 hour each

Development of ear training, singing and keyboard skills relating to musicianship studies. Taken concurrently with Mus 311, 312, 313.

Mus 314 Harmonic and Structural Analysis 3 hours

Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Prerequisite: Mus 313.

Mus 320 Conducting I 3 hours

Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singing and playing compositions conducted. Prerequisite: Mus 113, or consent of instructor.

Mus 321 Instrumental Conducting and Literature 3 hours

Conducting techniques applied to instrumental music including work with transposition and score understanding. Opportunity to conduct instrumental ensembles. A survey of instrumental music literature.

Mus 324 Choral Conducting and Literature 3 hours

Conducting techniques applied to choral music, including different styles and 20th century avant-garde. Opportunity to conduct choral ensembles. A survey of choral literature.

Mus 332 String Class 1 hour

Preparatory training in the basic techniques of violin and viola playing. Consent of instructor.

Mus 333 String Class 1 hour

Preparatory training in the basic techniques of cello and bass playing. Consent of instructor.

Mus 340 Improvisation II 2 hours

The advanced study of functional tonality from a jazz perspective, including tonal gravity, secondary dominants, substitute chords and scales, multi-level analysis, and performance of jazz standards with multiple tonal centers. Emphasis on repertoire from Tin-Pan Alley and the Bebop era. Prerequisite: Mus 240.

Course descriptions

Mus 341 Pedagogy Studies—Piano **2 hours**

Study and evaluation of various methods of piano pedagogy for beginners through advanced students. Practical application of the methods is required.

Mus 342 Vocal Pedagogy 3 hours

Introduction of methods and materials for teaching singing in a studio or small class. Attention is given to all elements of vocal production: respiration, phonation, resonance and articulation in various languages in addition to methods of coordinating all elements in an artistic, musical manner.

Mus 344 Brass Class II 1 hour

Continued study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments.

Mus 345 Woodwind Class II 1 hour

Continued study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments.

Mus 347 Instrumental Rehearsal Techniques and Literature 3 hours

Materials and techniques for organizing, developing and administering instrumental music ensembles. The philosophy and objectives of instrumental music study. Working with instruments in group settings with emphasis on brass, woodwind and percussion techniques.

Mus 351 Accompanying 2 hours

Study of the skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required.

Mus 360 Renaissance and Early Baroque Music 3 hours

This course is a historical study of the music of the late Medieval Period (14th century), the 15th and 16th century Renaissance, and the 17th century Baroque. Prerequisite: Mus 113 or consent of instructor.

Mus 361 18th and 19th Century Music 3 hours

This course begins with the music of the late Baroque (Handel, J.S. Bach, and Vivaldi) and continues through the Romantic Era. Prerequisite: Mus 360 or consent of Instructor.

Mus 362 20th Century Music **3 hours**

This course begins with Impressionism (Debussy) and continues through Post World War II Music to the present time. Prerequisite: Mus 361 or consent of instructor.

Mus 363 Ethnic and World Music **3 hours**

This course will explore the African-American musical traditions in the late 19th and 20th centuries, and music systems other than those of Western European-oriented cultures. The musics of Africa, Indonesia, India, South America, Japan, China, Korea, Eastern Europe, and the Mid-East are among those studied. Prerequisite: Mus 113 or consent of instructor.

Mus 371 Music Fundamentals and Activities for the Elementary Teacher **3 hours**

A study of music fundamentals relating to rhythm, melody, harmony and form. Students will develop skills in use of voice and classroom instruments. Discussions and demonstrations of ways to utilize music and music-related activities in an elementary classroom. (Transfer students must consult with the instructor.) Mus 371L must be taken concurrently.

Mus 384 Choral Rehearsal Techniques and Literature 3 hours

Strategies for organizing, administering, training, rehearsing and performing with large to small choral ensembles. Program building, philosophy of music, techniques for evaluation and appropriate literature will also be explored.

Mus 395 Band 1 hour

Participation in the Pep Band, Symphonic Band and Jazz Orchestra is open to juniors and seniors who pass the necessary test of ability. The class meets three hours each week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 397 Chorus 1 hour

Participation in the Concert Choir, Western Chamber Singers, and Western Jazz Choir. Open to juniors and seniors who pass the necessary test of ability. The class meets three hours per week.

Mus 398 Opera Workshop 2 hours

Study, analysis, rehearsal, performance of operas, operettas and musicals from classics to modern works. Small works and excerpts from longer operas may be used. May be repeated to a maximum of six hours toward graduation. Prerequisite: consent of instructor.

Mus 399 Special Studies 1-3 hours

Mus 406 Special Individual Studies **1-15 hours**

Terms and hours to be arranged.

Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.

Mus 407 Seminar 1-15 hours **Terms and hours to be arranged.**

Mus 408 Workshops 1-15 hours **Terms and hours to be arranged.**

Mus 409 Practicum 1-12 hours **Terms and hours to be arranged.**

Field experience in areas other than public school teaching. Maximum of 12 hours.

Mus 414 Composition and Arranging 2 hours

Composing and arranging music for large and small choirs, small instrumental combinations and children's vocal or instrumental groups. Includes analysis of published vocal and instrumental scores. Compositions and arrangements are performed and critiqued.

Mus 415 Jazz Arranging 2 hours

Arranging for jazz combo and large ensemble: Harmonizing melodic lines, writing for rhythm section, developing original ideas. Students will produce parts and scores, and hear their music performed.

Mus 416 Counterpoint 3 hours

Study of and experience in writing in various imitative and non-imitative contrapuntal styles, with emphasis on 16th century counterpoint.

Mus 418 Advanced Composition **2 hours**

Selecting and developing projects in original composition for instruments and voices. Compositions will be performed and critiqued when practical. Formal analysis of published music for research purposes will be included as needed. Prerequisite: Mus 213 or consent of instructor.

Mus 419 Music and Technology 4 hours

An introduction to computers and music technology, emphasizing algorithmic programming, sequencing, digital sound design, and multimedia authoring tools. Includes weekly studio times. Prerequisites: MTCS 100; MUS 213; or, MTH 111, CS 161, and MUS 213.

Course descriptions

Mus 421 Electronic Music I 3 hours

Basic means of creating electronic music, using the digital and analog equipment found in the college's MIDI lab. Topics include digital music production, sound design, publishing, and sequencing. A survey of electronic music from its inception. Prerequisite: Mus 206 or consent of instructor.

Mus 422 Electronic Music II 3 hours

Composing for various multimedia and collaborative arts projects, including dance, drama, radio, television, film, and CD ROM. Emphasis on hard-disk recording and advanced digital music applications. Includes weekly studio times. Prerequisite: MUS 421.

Mus 424 Vocal Literature 2 hours

Study of classical solo and duet literature from Renaissance lute songs through the twentieth century.

Mus 425 Keyboard Literature 2 hours

An overview of keyboard literature from Baroque, Classical, Romantic and Twentieth Century periods. Activities include listening, study of style, performance practices and score identification.

Mus 440 Improvisation III 2 hours

The study and practice of varied improvisatory idioms and materials, including free and structured improvisation and nonfunctional tonality. Emphasis on performance of original compositions in a small-group setting. Prerequisite: Mus 240.

Mus 455 Lyric Diction 3 hours

Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.

Music Performance

Students who register for private lessons will be required to attend a 50 minute seminar every other week in addition to their regular lesson time. See instructor for further details.

LOWER-DIVISION COURSES

MuP 171-192 Performance Studies 2-4 hours each term

Individual instruction in voice, keyboard, wind, string and percussion instruments. First level of lower-division study. Consent of instructor required.

MuP 171	Piano
MuP 172	Harpsichord
MuP 173	Organ
MuP 174	Voice
MuP 175	Violin
MuP 176	Viola
MuP 177	Cello

MuP 178	Bass
MuP 180	Guitar
MuP 181	Flute
MuP 182	Oboe
MuP 183	Clarinet
MuP 184	Saxophone
MuP 185	Bassoon
MuP 186	Trumpet
MuP 187	Horn
MuP 188	Trombone
MuP 189	Euphonium
MuP 190	Tuba
MuP 191	Percussion
MuP 192	Miscellaneous

MuP 271-292 Performance Studies 2-4 hours each term

Second level of lower-division study. For details see MuP 171-192. Consent of instructor required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MuP 171-192.

UPPER-DIVISION COURSES

MuP 341-362 Performance Studies 2-4 hours each term

Upper-division study for students who have not passed the jury audition required for MuP 371-92. Consent of instructor required.

MuP 341	Piano
MuP 342	Harpsichord
MuP 343	Organ
MuP 344	Voice
MuP 345	Violin
MuP 346	Viola
MuP 347	Cello
MuP 348	Bass
MuP 350	Guitar
MuP 351	Flute
MuP 352	Oboe
MuP 353	Clarinet
MuP 354	Saxophone
MuP 355	Bassoon
MuP 356	Trumpet
MuP 357	Horn
MuP 358	Trombone
MuP 359	Euphonium
MuP 360	Tuba
MuP 361	Percussion
MuP 362	Miscellaneous

MuP 371-392 Performance Studies 2-4 hours each term

First level of upper-division study for qualified students. For details, see MuP 171-192. Consent of instructor and jury auditions required.

MuP 471-492 Performance Studies 2-4 hours each term

Advanced level of upper-division study for qualified students. For details, see MuP 171-192. Consent of instructor and jury audition required.

Theater Arts

LOWER-DIVISION COURSES

TA 110 Introduction to the Theater Arts 3 hours

An introductory study of the theater arts including general theater history, play analysis, production evaluation and a basic understanding of the way in which the technical theater areas are related to production. Field trips to view productions will be encouraged.

TA 199 Special Studies Terms and hours to be arranged.

TA 210 Oral Expression Through Theater 3 hours

Experience in stage diction. Concentrated study of speaking skills for use on the stage.

TA 240 Creative Drama for Elementary Teachers 3 hours

Creative dramatics leadership principles that apply to the elementary classroom. Techniques of employing the child's native aptitude.

TA 244 Technical Theater: Scenecraft 3 hours

Lecture, reading and discussion in the basic principles and process of theatrical scenecraft, with suitable opportunity for practical applications.

TA 245 Technical Theater: Lighting 3 hours

Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

TA 246 Technical Theater: Costuming 3 hours

Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.

TA 250 Basic Movement and Vocal Development for the Theater 3 hours

Basic movement and voice training for the actor. Theory and practical application through body and vocal exercise.

TA 251 Elements of Acting 3 hours

Concentration in the process of creating stage character. This course will deal with theory as well as practical performance exercises. Prerequisite: TA 250 or consent of instructor.

TA 252 Technical Theater: Makeup 3 hours

Basic principles and processes of theatrical makeup, including demonstrations and daily practice in application.

Course descriptions

TA 253 Production Workshop 1-3 hours

3 hours maximum
Application of principles of acting and dramatic production. Credit available for students working on scheduled theater productions. Limit of 1 hour credit per term, except with consent of instructor. By consent of instructor only.

UPPER-DIVISION AND GRADUATE COURSES

TA 301, 302, 303 History of the Theater 3 hours each term

A study of dramatic literature, performance and criticism in the historical perspective. 301, beginnings to 1650; 302, 1650-1850; 303, 1850 to present.

TA 308 History of Fashion 3 hours

A course in the development of fashion in the clothing of men and women from earliest times to the present with an emphasis on the clothing of the western world and its relationship to the social environment of each era.

TA 330 Script Writing 3 hours

The course will concentrate on the basic skills of writing scripts for the theatre: plotting, character development, form and structure; but it will develop the form and skills necessary for writing for other media as well. Opportunity will be given to perform and critique what is written in class as part of the ongoing process of script writing.

TA 347 Theater Graphics and Beginning Scene Design 3 hours

Basic principles of theatre graphics and beginning scene design. Prerequisites: TA 244 or consent of instructor.

TA 350 Advanced Creative Dramatics: Puppetry 3 hours

A study of special dramatic techniques and literature for a practical approach to producing puppet plays with children in grades 3-8.

TA 353 Advanced Production Workshop 1-3 hours

To provide students with upper division credit for participating in acting and technical work for the theater program. By consent of instructor only.

TA 356 Theory of Acting 3 hours

Principles and techniques of acting; problems in analysis and interpretation of dramatic literature of various historical periods. An exploration of the various historical styles and theories of acting and how they were affected by the manners of the time. Prerequisite: TA 250 and 251 or consent of instructor.

TA 364 Play Direction 3 hours

Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal. Prerequisites: TA 251 and consent of instructor.

TA 375 Asian Theatre 3 hours

A survey of the history and literature of Asiatic Theatre with particular attention to India, Southeast Asia, China, Korea, and Japan.

TA 390 Performance Studies in Acting 3 hours

Individual study of a character in the context of performing a character in a play before an audience. Prerequisites: TA 250, TA 251, TA 356.

TA 399 Special Studies 1-3 hours

TA 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

Designed for advanced individual study in some aspects of the theater arts. Prerequisite: consent of instructor.

TA 407 Seminar 1-15 hours Terms and hours to be arranged.

Advanced study in seminar format of the theatrical literature and history, or production techniques of a specific nation, culture, or the work of a particular theatrical artist of contemporary or historical significance. Prerequisite: consent of instructor.

TA 408 Workshop 1-15 hours Terms and hours to be arranged.

TA 409 Practicum 1-15 hours Terms and hours to be arranged.

TA 414 Children's Theater 3 hours

The study of aesthetic and technical problems in producing theater for youth, including the history, philosophy and psychology and literature of children's theater.

TA 421 American Theater 3 hours

A historical study of the major developments in the American theater from the Revolutionary War to the present.

TA 427 Contemporary Theater 3 hours

A study of a selected number of the most recent available scripts and the most recent production developments in the contemporary theater.

TA 434/534, 436/536 Advanced Theater Technology and Design 3 hours each term

Advanced work in the area of scene and lighting design (434/534): Prerequisite TA 244, 245, 347 or consent of instructor. Advanced work in the area of costuming (436/536): TA 246 or consent of instructor.

TA 440 Theater Management 3 hours

A study of the problems and procedures involved in running the business affairs of a theater: The box office, house, publicity, ticket sales, supporting funds, budgeting.

TA 444/544 Theory and Criticism of Theater Arts 3 hours

Comparative study of the major theories which have influenced theatrical practice in western civilizations from ancient times to the present.

TA 457/557 Production Styles 3 hours

The study of the practical processes of directing by which plays are produced in the theater. Students will study the problems of directing by practical application of various theories in rehearsal and production of scenes from a variety of types of plays and styles of performance. Prerequisite: at least one course in acting and directing or consent of instructor.

humanities

English

LOWER-DIVISION COURSES

Eng 104, 105, 106 Types of World Literature 3 hours each term

A sequence in literary techniques and forms involving works in English and in translation. 104, fiction; 105, drama; 106, poetry.

Eng 107, 108, 109 Literature of the Western World 3 hours each term

A chronological survey of masterpieces in Western world literature from ancient times to the present. 107, Greek and Roman; 108, Medieval and Renaissance; 109, 18th century to the present.

Eng 110 Introduction to Language Study 3 hours

A study of such basic topics in language study as language acquisition, sociology of language, semantics and linguistic resources.

Course descriptions

Eng 199 Special Studies
Terms and hours to be arranged.

Eng 208 European Literature in Translation 3 hours

Reading in English translation of selected masterpieces written in the European literary tradition covering the period from the ancient Greeks through the Renaissance.

Eng 209 European Literature in Translation 3 hours

Reading in English translation of selected masterpieces written in the European literary tradition covering the period from the Enlightenment through the contemporary world.

Eng 210 World Literature 3 hours

Reading of selected masterpieces from various national and ethnic literatures. Specific focus of each year's course to be identified in the schedule of classes. May be repeated once if subject matter is different.

Eng 215 Basic Grammar 3 hours

A systematic and thorough survey of basic English grammar and usage, including terminology and traditional diagramming.

Eng 223 Approaches to Literature 3 hours

A study of contemporary critical approaches to literature. Written and oral reports on specific literary works. Should be taken before Wr 224 and upper division literature courses.

Eng 270 The Vocabulary of English 3 hours

The study of affixes, root words, derived forms, loan words, etymologies and definitions of words with the aim of increasing knowledge of basic English vocabulary processes.

UPPER-DIVISION AND GRADUATE COURSES

Eng 304 English Literature I 3 hours

A study of the major figures and works of English literature to 1660.

Eng 305 English Literature II 3 hours

A study of the major figures and works of English literature from 1660 to 1832.

Eng 306 English Literature III 3 hours

A study of the major figures and works of English literature from 1832 to the present.

Eng 307 American Literature I: Colonial-Romantic 3 hours

A study of major figures and works of American Literature from Colonial through Romantic.

Eng 308 American Literature II: Realism-Modern 3 hours

A study of major figures and works of American literature from Realism through early Modern.

Eng 309 American Literature III: Postmodern (1930) to present 3 hours

A study of major figures and works of American literature from Postmodern (1930) through the present.

Eng 310 Nature of the English Language 3 hours

Introduction to the sounds and forms of English (phonology, morphology and syntax) and their applications in the teaching of English. Prerequisite: Eng 215 or consent of instructor.

Eng 318 The Bible as Literature 3 hours

A study of the representative literary forms, events and figures of the Old and New Testaments of the English Bible, with emphasis on their importance to the subsequent development of the literary and philosophical traditions of the Western world.

Eng 345 Shakespeare 3 hours

A study of selected major works of Shakespeare.

Eng 351 The Short Story 3 hours

The short story in English and translation from the mid-19th century to the present.

Eng 356 Studies in Poetry 3 hours

A study of selected poetic forms, conventions and movements to 1900. Specific focus will be identified in each year's schedule of classes.

Eng 360 Studies in Drama 3 hours

A study of selected dramatic forms and movements to 1900. Specific focus will be identified in each year's schedule of classes.

Eng 366 Studies in the Novel 3 hours

A study of the novel to 1900 emphasizing historical development as well as forms, subject matter and conventions. Specific focus will be identified in each year's schedule of classes.

Eng 370 Grammar and Usage 3 hours

This class involves an in-depth discussion of the structure of English, discussion of usage issues and corrections of sample student sentences. Prerequisites: Eng 215 or Eng 270.

Eng 385 Introduction to Folklore 3 hours

An introduction to the major types of folklore and oral tradition (ballads, folk tales, superstitions, etc.), with particular emphasis on Anglo-American materials.

Eng 387 Studies in Mythology 3 hours

An introduction to the materials and tools of mythic studies. Specific subjects, such as Greco-Roman myth, Norse myth, modern myth-makers or ancient Near East mythology will be announced in the official Schedule of Classes. May be taken twice if subject is not repeated.

Eng 399 Special Studies 3 hours

Eng 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

Individual or special studies in a limited area of interest under the guidance of a designated faculty member. Consent of instructor required.

Eng 407/507 Seminar 1-3 hours Terms and hours to be arranged.

Eng 436/536 Advanced Shakespeare 3 hours

An intensive study of the sources, backgrounds and texts of a selected few of Shakespeare's plays. Prerequisite: Eng 345 or consent of instructor.

Eng 445/545 Women Writers 3 hours

A study of women writers and their works. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

Eng 447/547 The Study of Major Figures in Literature 3 hours

An in-depth study of a major writer and his works. This course may be taken twice if content is not repeated.

Eng 456 Form and Meaning in Film 3 hours

A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars.

Eng 457/557 Modern Poetry 3 hours

A study of 20th century poetry and poets.

Course descriptions

Eng 463/563 Modern Drama 3 hours

The study of modern dramatic literature from Ibsen to the present, focusing on the works of major playwrights, those who have shaped and influenced the nature of current theater.

Eng 468/568 The Modern Novel 3 hours

The modern novel with concentration in both Anglo-American and Continental works.

Eng 470/570 Modern American Usage 3 hours

An examination of current American usage and the question of standard dialect based on modern studies in linguistics. The relationship between grammar and usage is examined to help the student and the prospective teacher. Prerequisite: Eng 110, 270, or 310.

Eng 475 Studies in Folklore 3 hours

An in-depth examination of one specific type of folklore (e.g., ballad and folk song; folk art; legend and folk tale; etc.) or approach to folklore study (e.g., children's folklore; occupational folklore; folklore of the Pacific Northwest; etc.) with emphasis upon the role of folklore in the total study of culture. May be taken twice if content is not repeated. Prerequisite: Eng 385 or consent of instructor.

Eng 484/584 Comedy 3 hours

Comedies and the comic concept in Western literature.

Eng 485/585 Tragedy 3 hours

An analysis of tragedy and the tragic vision in a range of literary works.

Eng 486/586 Satire 3 hours

An analysis of satire and its literary forms.

Eng 490 History of the English Language 3 hours

Origins and development of the English language from its beginnings to the present day. Prerequisite: Eng 110, 270, or 310.

Eng 492 The Structure of the English Language 3 hours

A study of English grammar according to traditional, structural and transformational linguistic theories, with attention paid to practical application of those theories. Prerequisite: Eng 310 or consent of instructor.

French

(All courses conducted in French)

LOWER-DIVISION COURSES

Fr 101, 102, 103 First Year French 4 hours each term

Open to any student who wishes to begin the study of French. This course allows the student to acquire experience systematically in speaking, reading, and writing in French, including practice in French in small groups with assistants and individual work with audio cassettes, video cassettes and computer assisted learning lab.

Fr 199 Special Studies 1-15 hours Terms and hours to be arranged.

Fr 201, 202, 203 Second Year French 4 hours each term

For all students who wish to improve their ability to speak and understand French. Emphasis is on conversation; reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and continued study of the structure of the French language. Individual work with audio and video cassettes, computer drills (Apple and MSDOS hardware), and satellite broadcasts from Quebec and France. Prerequisite: Fr 103 or two years of high school French.

UPPER-DIVISION COURSES

Fr 301, 302, 303 Intermediate French Composition and Conversation 4 hours each term

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, etc. Prerequisite: Fr 203 or equivalent.

Fr 311, 312, 313 Introduction to French Literature 3 hours each term

An initiation to the study of French literature; an overview from the medieval to modern periods with the reading of selected major literary works. Prerequisite: first- and second-year level French or equivalent. Freshman English literature sequence or Eng 315 highly recommended.

Fr 320 Business French 3 hours

Instruction will concentrate on various forms of written communication in business and vocabulary used in commercial exchanges. Introduction to the French business systems. Prerequisite: completion of second year French.

Fr 331 French Pronunciation and Phonetics 3 hours

A thorough study of the sound system of French, with individual attention to each student's difficulties. Prerequisite: two years of college level French or equivalent. Offered in alternate years. Second-year students admitted with consent of instructor.



Course descriptions

Fr 399 Special Studies 3 hours

Fr 401, 402, 403 Advanced French Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in French. Prerequisite: Fr 316 or equivalent.

Fr 405 Reading and Conference 1-6 hours Terms and hours to be arranged.

Credit for Fr 405 and 407, singly or combined, may not exceed six hours.

Fr 407 Seminar 1-6 hours Terms and hours to be arranged.

Credit for Fr 405 and 407, singly or combined, may not exceed six hours.

Fr 411 French Literature I: Medieval and Renaissance

Fr 412 French Literature II: Neo-Classical and Age of Enlightenment

Fr 413 French Literature III: The Modern Period: Revolution to Present 3 hours each term

A study of French Literature: an overview from the medieval to modern periods with the reading of selected major literary works. Prerequisite: Eng 315 and third-year French or equivalent.

Fr 416 Language Teaching Practicum 2 hours each term Maximum of 6 hours

Practice as a teaching assistant in the instructional processes and the administration of the first-year French courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Prerequisite: consent of instructor.

Fr 423 Studies in French Literature: Medieval to Renaissance 3 hours

Major writers of the period, including study of the three principal medieval narrative genres: epic, romance, allegory of love. Introduction to Renaissance and Baroque poetry. Analysis of works from the perspective of modern criticism. Conducted in French. Prerequisite: Three years of college-level French or equivalent.

Fr 424 Studies in French Literature: Classical to Age of Enlightenment 3 hours

Study of selected novels and plays of 17th and 18th centuries, including Corneille, Racine, Moliere, Voltaire, Diderot and Rousseau. Special attention to the evolution of literary genres of novel and theater. Perspective of modern criticism. Conducted in French. Prerequisite: Three years of college-level French or equivalent.

Fr 429 French Culture and Civilization 3 hours

Intellectual, political, artistic and historical aspects of France. Prerequisite: three years of college level French or consent of instructor.

Fr 430 French Culture and Civilization 3 hours

Contemporary French culture that highlights the basic similarities and fundamental differences in French and American attitudes, perceptions and social proprieties. Prerequisite: three years of college level French or consent of instructor.

Fr 480 History and Structure of the French Language 3 hours

A study of the historical development and present day structure of the French language. Emphasis on comparing and contrasting the grammars of English and French.

German

LOWER-DIVISION COURSES

GL 101, 102, 103 First Year German 4 hours each term

(Instruction is in German)

Acquisition of speaking, reading, and writing skills in German. Emphasis on practicing German in small groups, individual work with tapes and language learning through the use of film. Open to all students who wish to begin the study of German.

GL 199 Special Studies 1-15 hours Terms and hours to be arranged.

GL 201, 202, 203 Second Year German 4 hours each term

Emphasis on developing oral fluency and progressive development of writing skill. Complete grammar review. Open to all students who wish to improve their ability to speak and understand German. Prerequisite: GL 103 or equivalent.

GL 221, 222, 223 Conversational German 3 hours each term

Exercises in free speaking and emphasis on acquisition of active vocabulary. Topics chosen from a wide range of situations and current events. Summer term only.

GL 229 Basic Writing in German 3 hours

A systematic introduction to the writing of German prose focusing on simple grammatical structures and the orthography of German. First in a vertical series of writing courses (see GL 301). Prerequisite: one year of college German.

UPPER-DIVISION AND GRADUATE COURSES (Conducted in German)

GL 301 Intermediate Composition in German 3 hours

Use of more complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; more specialized vocabulary. Prerequisite: two years of college-level German. Proficiency or equivalent.

GL 302 Intermediate Spoken German 3 hours

Presentation of talks on both assigned and "free" topics. Practice in narration of stories and films and of extemporaneous speaking. Prerequisite: two years of college German. Proficiency or equivalent.

GL 303 Intermediate German Composition and Conversation 3 hours

Continued intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Prerequisite: GL 302 or equivalent.

GL 320 Business German 3 hours

Description and analysis of business terminology in German. Study of local business organization, operation and management. Introduction to the language of accounting, marketing, and economic matters in German-speaking countries. Prerequisite: Two years of college-level German or the equivalent.

GL 331 German Pronunciation and Phonetics 3 hours

A thorough study of the sound system of German, with individual attention to each student's difficulties. Distinguish between German and English sounds and practice with IPA. Offered in alternate years.

GL 340 German Culture and Civilization I (From Beginnings to Bismarck) 3 hours

A historical, cultural and sociological study of central Europe (Germany) from early times until the rise of Prussia. Prerequisite: GL 301 or equivalent.

Course descriptions

GL 341 German Culture and Civilization II (From Bismark to the Present) 3 hours

A historical, cultural and sociological background for the understanding of contemporary Germany and Austria. Prerequisite: GL 301 or equivalent.

GL 342 Deutsche Landeskunde 3 hours

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. Prerequisite: GL 301 or equivalent.

GL 350 Methods in Translation (English-German, German-English) 3 hours

This course will deal with written and oral, structured and free translations. Course materials will come from literature, culture, business, history, political science, philosophy, etc. Prerequisite: third year German proficiency.

GL 399 Special Studies 1-3 hours

GL 406 Special Individual Studies Terms and hours to be arranged.

Individual study in German under the supervision of the instructional staff. Credit for GL 406 may not exceed six hours. Consent of instructor required.

GL 411 German Literature I: Medieval to Classical 3 hours

Readings from representative German authors within the major genres of the medieval to the classical period. Prerequisite: third-year German and Eng 315 or equivalent.

GL 412 German Literature II: Naturalism to the Present 3 hours

Readings from representative German, Austrian or Swiss authors within the major genres of Naturalism to the present. Prerequisite: third-year German and Eng 315 or equivalent.

GL 416 Language Teaching Practicum 1-2 hours

Maximum of 6 hours
Practice as a teaching assistant in the instructional processes and the administration of the first or second-year language courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a language laboratory. Prerequisite: consent of instructor.

GL 423/523 Studies in German Language and Literature 2-6 hours

An in-depth study of a literary figure, literary genre, or other relevant activity related to the study of German language, literature, and modern Germany, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 hours if the subject content is not repeated.

GL 424, 425, 426 Advanced German Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idiomatic phrases. Prerequisite: GL 303.

GL 441 German Drama 3 hours

In-depth exposure to the dramatic works of 20th century Austrian, German and Swiss authors. Appreciation and understanding of those dramas and their time period. A representative number of dramas from Heinrich von Kleist to Peter Handke will be read and discussed in respect to life-styles, philosophies, social trends, ideologies, etc. of the 19th or 20th century.

GL 481 History and Structure of German Language 3 hours

A study of the historical development and present day structure of the German language. Emphasis on comparing and contrasting the grammars of English and German.

Humanities

LOWER-DIVISION COURSES

Hum 199 Special Studies 1-15 hours Terms and hours to be arranged.

Hum 225 German Literature in Translation 3 hours

A study of a period, literary movement or theme in German literature. Specific focus will be identified in schedule of classes. May be taken twice if content is not repeated.

UPPER-DIVISION COURSES

Hum 306 Special Studies in Humanities 3 hours

One of a variety of topics in the humanities as announced in the schedule of classes. The course may be taken twice if content is not repeated.

Hum 399 Special Studies 3 hours

Hum 406 Special Individual Studies 1-6 hours

Terms and hours to be arranged.

Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

Hum 407 Seminar 1-15 hours Terms and hours to be arranged.

Hum 408 Workshop 2-3 hours

Hum 409/509 Internship 1-12 hours Terms and hours to be arranged.

Supervised practical experience in a Humanities discipline, with supervision from a Humanities faculty member as appropriate (e.g., in the "Philosophy for Children" program, as a writer for an ad agency, as a master of ceremonies for a club's program).

Japanese

LOWER-DIVISION COURSES

Jpn 101, 102, 103 First Year Japanese 4 hours each

Pronunciation, reading, writing and conversation. Emphasis on grammatical patterns and the presentation of characters and the syllabary. Individual work with tapes.

Jpn 199 Special Studies 1-15 hours Terms and hours to be arranged.

Jpn 201, 202, 203 Second Year Japanese 4 hours each

Further development of hearing comprehension, speaking, reading, writing skills, vocabulary building and grammar review. Individual work with tapes. Prerequisite: Jpn 103 or equivalent.

UPPER-DIVISION COURSES

Jpn 314, 315, 316 Third Year Japanese 3 hours each

Students will learn to comprehend spoken Japanese, demonstrate their speaking skills, write and read additional Chinese characters used in Japan, write compositions in the language, and demonstrate knowledge of Japanese culture through discussion and writing.

Jpn 340 Japanese Culture and Civilization I 3 hours

An overview of traditional and contemporary Japanese culture and civilization. The course is taught in Japanese and requires the completion of Third Year Japanese courses. The course can be applied to the International Studies and Japanese minor.

Course descriptions

Jpn 341 Japanese Culture and Civilization II 3 hours

The second segment of an overview of traditional and contemporary Japanese culture and civilization. The course is taught in Japanese and requires the completion of Third Year Japanese courses. The course can be applied to the International Studies and Japanese minor.

Journalism

LOWER-DIVISION COURSES

J 211 Introduction to Mass Communication 3 hours

Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of the various media, as well as their relevance to modern society. Taught concurrently as SP 211.

J 212 Journalism: Writing and Editing 3 hours

This course is designed to develop basic skills in journalistic writing and editing for publication (both print and electronic). The emphasis will be on identifying, researching and writing in basic news and feature formats, and understanding the functions of people who work in the media, the laws and ethical standards that govern media, and the importance of completeness, accuracy and fairness in journalistic writing.

J 213 Publication Design and Production 3 hours

Instruction and practice in publication design including typography, color, formats, logotypes, charts, infographics, and other graphic elements; study of reader patterns, impact of graphics, and laws and ethical standards governing use of graphics; understanding of production including design software and reproduction techniques.

J 215 Journalism Projects 1-3 hours

Maximum of 6 hours
Application of journalistic techniques and principles through work on student publications.



UPPER-DIVISION AND GRADUATE COURSES

J 311 Journalism II: Writing and Editing 3 hours

This course is designed to develop advanced skills in journalistic writing and copy preparation for publication (both print and electronic media). Students will do research and write in various formats including news, feature, investigative and analytical, criticism and commentary. They will learn how to prepare copy for publication by editing for space and time, accuracy, tone, completeness, clarity, conciseness, law and ethics, news values and by studying the advantages and limitation of various media forms.

J 312 Public Relations Communication 3 hours

Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications such as news releases, broadcast actualities, electronic communication, brochures, newsletters, annual reports, and speeches. Discussion of the relationship between public relations, advertising, and marketing and the role of law and ethics in public relations communications.

Philosophy

LOWER-DIVISION COURSES

Phl 199 Special Studies 1-15 hours Terms and hours to be arranged.

Phl 201 Introduction to Philosophy: Being and Knowing 3 hours

An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it, and on the justification of that knowledge.

Phl 202 Introduction to Philosophy: Personal Morality and Social Justice 3 hours

An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc.

Phl 207H, 208H, 209H Philosophy in the Western World 3 hours each

A chronological survey of major philosophers, ideas, and world views in the Western world. Phl 207H: Ancient to Medieval. Phl 208H: Medieval to Enlightenment. Phl 209H: Enlightenment to present. Prerequisite: Participation in Western's Honor's Program.

Phl 231 Introduction to Formal Reasoning 3 hours

Introduction to principles and techniques of deductive reasoning, their analysis and applications, including applications within computer technology.

Phl 232 Introduction to Non-Formal Reasoning 3 hours

Introduction to analysis and evaluation of techniques of reasoning used in every day problem solving, judgment and decision-making.

Phl 281 Ethics 3 hours

Introduction to the broad issues and perplexing problems in moral philosophy, together with ethical theories that indicate how these issues and problems should be handled. Special attention given to the problem of justifying moral beliefs in a pluralistic context.

Phl 282 Philosophy of Art 3 hours

Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

Phl 283 Philosophy of Religion 3 hours

Introduction to theories of religion and basic philosophical issues relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols, and the nature of mystical experience.

Phl 284 Epistemology 3 hours

Survey of representative issues and theories in the philosophical study of human knowledge and its foundations.

Phl 285 Metaphysics 3 hours

Survey of representative issues and theories regarding the fundamental principals and structure of reality, including such topics as mind-body relation, mind-brain relation, nature of life, nature of matter, reality as a whole, etc.

Phl 286 Philosophy of Education 3 hours

A philosophical exploration of the educational process, both in general and in relation to its contemporary institutional setting, drawing upon a variety of philosophical perspectives both ancient and modern. Three hours of introductory Philosophy recommended, but not required as prerequisite.

UPPER-DIVISION AND GRADUATE COURSES

Three to six hours of lower division philosophy recommended as background.

Phl 311 Ancient Philosophy 3 hours

History of philosophical thought of the ancient Greek and Roman periods. May be taken twice for credit if content is not repeated.

Course descriptions

Phl 313 Medieval and Renaissance Philosophy 3 hours

History of European philosophy of the Medieval and Renaissance periods.

Phl 314 Modern European Philosophy 3 hours

History of European philosophy from the dawn of modern science through the 19th century. Emphasis given to different philosophers on alternate years offered. May be taken twice for credit if content is not repeated.

Phl 316 Contemporary Philosophy 3 hours

Principal philosophical figures and movements of 20th century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenology, structuralism, Marxism. May be taken twice for credit if content is not repeated.

Phl 335 Social and Political Philosophy 3 hours

Philosophical exploration of basic topics and problems of social, political, and economic life, together with theories that indicate how these topics and problems should be understood and handled. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.

Phl 340 Issues in Applied Ethics 3 hours

In depth study of selected issues in applied ethics. Possible issues may include biomedical ethics, business ethics, ethics in the helping professions, sexual ethics. May be taken twice for credit if content is not repeated.

Phl 353 Philosophy of Psychology 3 hours

Exploration of philosophical issues in human psychology and psychotherapy, relating to basic concepts, fundamental assumptions, and recent developments. Topics may include: phenomenological psychology, existential psychotherapy, etc.

Phl 399 Special Studies 1-15 hours Terms and hours to be arranged.

Phl 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

Individual or special studies in a specific area of interest, under the guidance of a designated faculty member. Credit for Phl 406 and 407, singly or combined, may not exceed six hours.

Phl 407 Seminar 1-15 hours Terms and hours to be arranged.

Credit for Phl 406 and 407, singly or combined, may not exceed six hours.

Phl 411 Philosophy and Literature 3 hours

Reflection upon the search for meaning in the modern world as it is mirrored by developments in both philosophy and literature. A survey of major philosophical and literary works for the purpose of investigating the relations between literary form and philosophical meaning.

Phl 433/533 Philosophy for Children 3 hours

Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate, and secondary levels, making use of curricula such as those developed by the Institute for the Advancement of Philosophy for Children. Prerequisite: Consent of instructor. Course may be retaken up to a maximum of 9 hours if content is not repeated. Limit of 20 students.

Religion

LOWER-DIVISION COURSES

R 201 Introduction to the World's Religions: Eastern 3 hours

An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World's Religions: Western 3 hours

An introduction to the major religions of the West: Judaism, Christianity, and Islam.

UPPER-DIVISION COURSES

R 315 Interpreting Religious Phenomena 3 hours

Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. R 201, or R 204 or equivalent, recommended as background.

R 399 Special Studies 1-15 hours Terms and hours to be arranged.

R 460/560 Comparative Religion 3 hours

A study and comparison of the great religions of the world. R 201 and R 204, or equivalent recommended as background.

Spanish

LOWER-DIVISION COURSES

Span 101, 102, 103 First Year Spanish 4 hours each term

Open to any student who wishes to begin the study of Spanish. This course allows the student to acquire experience systematically in speaking, reading, and writing in Spanish, including practice in conversational Spanish in small groups with assistants and individual work with cassettes.

Span 199 Special Studies 1-15 hours Terms and hours to be arranged.

Span 201, 202, 203 Second Year Spanish 4 hours each term

For students who wish to improve their ability to speak, read, understand, and write Spanish. Emphasis is on mastering the skills and grammar introduced in first year, increasing vocabulary, and acquiring fluency through practice. Prerequisite: Span 103 or two years of high school Spanish.

UPPER-DIVISION COURSES

Span 301, 302, 303 Intermediate Spanish Composition and Conversation 4 hours each term

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, and the like. Conducted in Spanish. Prerequisite: Span 203, or equivalent.

Span 338 Hispanic Culture and Civilization: Spain 3 hours

A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent. Recommended: Span 301, 302, 303.

Span 339 Hispanic Culture and Civilization: Latin America 3 hours

A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent. Recommended: Span 301, 302, 303.

Span 350 Spanish Pronunciation and Phonetics 3 hours

A thorough study of the sound system of Spanish, with individual attention to each student's difficulties. Prerequisite: two years of college Spanish or equivalent.

Course descriptions

Span 361 Hispanic Poetry 3 hours

An introduction to careful textual analysis of poetry with attention given to the poetic voice, metric forms and other poetic techniques. Poetry selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. Prerequisite: Span 203 or equivalent. Highly recommended: Span 301, 302, 303 and Eng 315.

Span 362 Hispanic Drama 3 hours

An introduction to careful textual analysis of drama with attention given to the dramatic recourses available to the playwright and their effect on the collective consciousness of the audience. Plays selected may vary and will likely include texts from both Spain and Latin America. Conducted in Spanish. Prerequisite: Span 203 or equivalent. Highly recommended: Span 301, 302, 303 and Eng 315.

Span 363 Hispanic Novel 3 hours

An introduction to careful textual analysis of the novel with attention given to the narrator, point of view, and other recourses. Novels selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. Prerequisite: Span 203 or equivalent. Highly recommended: Span 301, 302, 303 and Eng 315.

Span 370, 371 Introduction to Latin American Literature 3 hours each term

An overview of major currents, voices and concerns of Latin American literature from the Colonial period to the present with the reading of representative literary selections. Conducted in Spanish. Prerequisites: Span 203 or equivalent. Highly recommended: Span 301, 302, 303 and Eng 315.

Span 380 Applied Linguistics: Spanish 3 hours

The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and Spanish. Recommended: Span 350

Span 399 Special Studies 1-3 hours

Span 401, 402, 403 Advanced Spanish Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in Spanish. Prerequisite: Span 303 or equivalent.

Span 405 Reading and Conference 1-6 hours Terms and hours to be arranged.

Credit for Span 405 and 407, singly or combined, may not exceed six hours.

Span 407 Seminar 3-6 hours Terms and hours to be arranged.

Credit for Span 405 and 407, singly or combined, may not exceed six hours.

Span 411 Spanish Literature I: Medieval 3 hours

An in-depth study of major works of the Spanish Middle Ages within the historical and cultural context. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 361, 362, and 363.

Span 412 Spanish Literature II: Golden Age 3 hours

An in-depth study of major works of the great writers of 16th and 17th century Spain. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 361, 362, and 363.

Span 413 Spanish Literature III: 18th and 19th Century 3 hours

An in-depth study of the major literary currents of 18th and 19th century Spain, including Romanticism and Realism. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 361, 362, and 363.

Span 414 Spanish Literature IV: Generation of 1898 3 hours

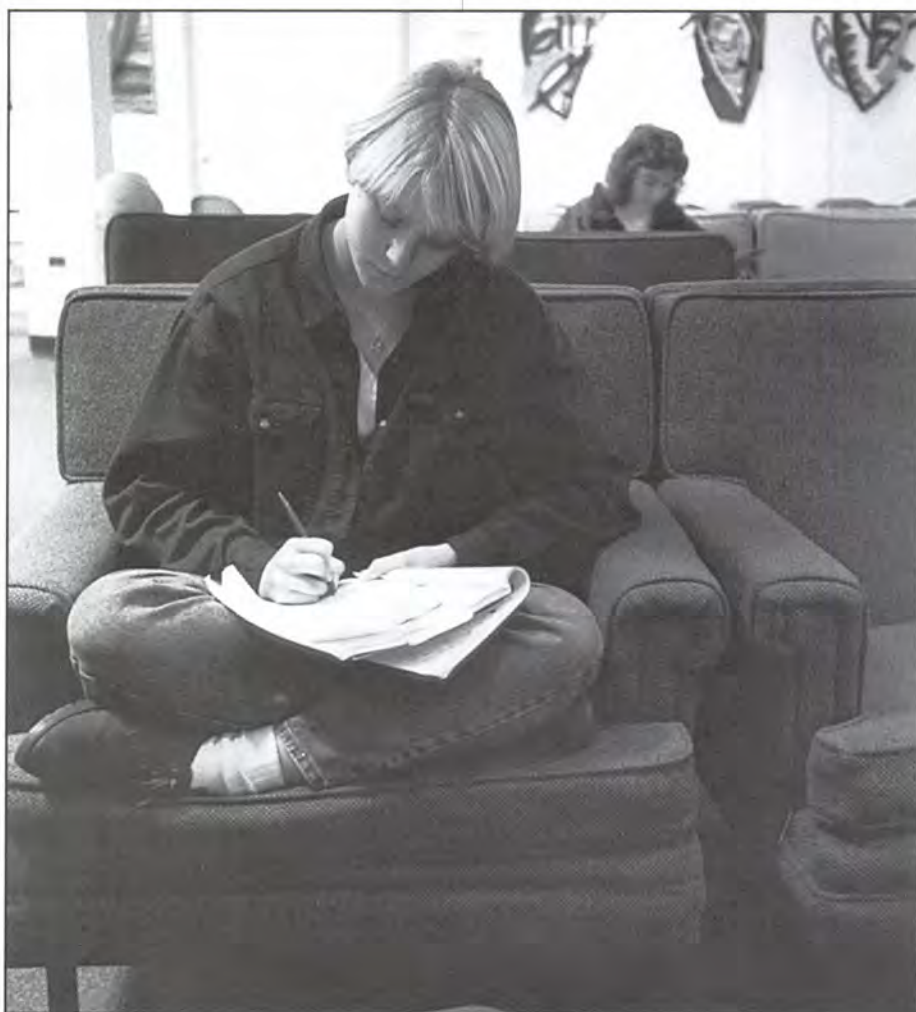
An in-depth study of major literary works of the authors of the Generation of '98, focusing on how these authors responded to the philosophical, political and social climate of 1898. Conducted in Spanish. Prerequisite: Span 303. Highly Recommended: Span 361, 362, and 363.

Span 415 Spanish Literature V: 20th Century 3 hours

An in-depth study of major literary works of 20th century Spain, including those of the Generation of 1927. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 361, 362, and 363.

Span 416 Language Teaching Practicum 2 hours each term Maximum of 6 hours

This course will provide students with a supervised classroom experience, either as assistants in a language classroom on campus or in an educational setting in the community. Students will read journal articles and discuss pedagogy regularly with the instructor and other practicum students. Prerequisite: consent of instructor.



Course descriptions

Span 441, 442, 443 Twentieth Century Latin American Literature 3 hours each term

Contemporary Spanish-American literature: prose, poetry and drama. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 370 and 371.

Span 480 History of the Spanish Language 3 hours

A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish. Prerequisites: Span 303 and 350.

Span 490 Studies in Spanish Literature 3 hours

An in-depth study of a significant Spanish literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 361, 362, and 363.

Span 491 Studies in Latin American Literature 3 hours

An in-depth study of a significant Latin American literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 361, 362, and 363.

Speech

LOWER-DIVISION COURSES

Sp 111 Fundamentals of Speech 3 hours

Projects in oral communication to develop skill and confidence in speaking and discussion, with emphasis on content, organization, audience motivation and language.

Sp 112 Interpersonal Speech Communication 3 hours

Practical approaches to developing effective interpersonal speech communication skills: listening, message construction and interpretation, and nonverbal communication in dyadic and small group communication settings. No prerequisite.

Sp 120 Communicative Voice and Articulation 3 hours

Instruction and practice in the principles of breathing, tone production, formation of speech sounds, and development of vocal effectiveness.

Sp 199 Special Studies 1-15 hours **Terms and hours to be arranged.**

Sp 211 Introduction to Mass Communication 3 hours

Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of the various media, as well as their relevance to modern society. Taught concurrently as J 211.

Sp 236 Contemporary Issues in American Broadcasting 3 hours

Developing critical awareness of recent issues in television and radio broadcasting; social criticism, ethical problems, government regulation, minority interests, technological effects of the broadcasting industry on society; methods of criticizing the media.

Sp 239 Oral Interpretation 3 hours

Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry and dramatic literature.

Sp 270 Principles of Forensics 1-6 hours

Training and participation in debate, oratory and extempore speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: Sp 111 or consent of instructor.

Sp 271 Speech Communication Projects 1-3 hours

Training and participation in speech communication activities in the public setting. Terms and hours arranged with consent of instructor.

UPPER-DIVISION COURSES

SP 312 Public Relations Communication 3 hours

Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications such as news releases, broadcast actualities, electronic communication, brochures, newsletters, annual reports, and speeches. Discussion of the relationship between public relations, advertising, and marketing and the role of law and ethics in public relations communications.

Sp 321 Influencing Through Argument 3 hours

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. Prerequisite: Sp 111.

Sp 322 Persuasion 3 hours

Practical experience in preparing and communicating persuasive messages. Discussion of major theories of persuasion, audience analysis, message preparation and the ethics of persuasion.

Sp 323 Group Discussion and Leadership 3 hours

Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.

Sp 324 Business and Professional Speaking 3 hours

This course will investigate the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings, preparing and presenting reports, improving interpersonal skills in business, and conducting interviews.

Sp 325 Intercultural Communication 3 hours

Defining the links between culture and communication; understanding American cultural patterns and the diversity of other cultural patterns; developing verbal and nonverbal skills necessary for effective intercultural communication.

Sp 326 Communication and Controversy: Freedom of Speech in United States 3 hours

The study and critical assessment of major First Amendment issues and cases.

Sp 330 Advanced Forensics 1-3 hours

Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisites: Sp 270 and/or consent of instructor.

Sp 342 TV and the Viewer 3 hours

An exploration of the effects of TV programming on the viewer, an assessment of the factors influencing TV programming. Methods for the systematic criticism of entertainment, news and documentary programming will be stressed.

Sp 343 Communication and Information Technology 3 hours

A study of the economic and social consequences of the "information age" including analyses of modern communications systems.

Course descriptions

Sp 350 Effective Listening 3 hours

The study of major theories, purposes and kinds of listening; misconceptions concerning listening; self-assessment of listening ability and practical application on improving listening effectiveness.

Sp 399 Special Studies 3 hours

Sp 406 Special Individual Studies 1-3 hours

Terms and hours to be arranged.

Sp 407 Seminar 1-6 hours

Terms and hours to be arranged.
Six hours maximum apply to degree.

Sp 408 Workshop 1-3 hours

Sp 411 Speech Communication in the Secondary School 3 hours

Methods and material. Instruction in speech/drama practices and projects for the high school classroom and extracurricular program. Especially recommended for all teachers of language arts.

Sp 412 The Criticism of Public Discourse 3 hours

Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.

Sp 413 Developing Oral Communication Skills in Children 3 hours

Oral communication at primary, intermediate and junior high school levels. Teacher's role in setting competencies, determining skills levels, and planning speech and listening activities to aid child's ability to communicate. Role playing, story telling, choral speaking, puppetry and discussion.

Sp 426 Language of the Mass Media 3 hours

The uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

Sp 431 Nonverbal Communication 3 hours

Nonverbal aspects of human communication and how they relate to and affect spoken communication; discussion of significant research; students will design and carry out simple research projects.

Sp 432 Rhetoric of Western Thought 3 hours

A historical survey of major theories of rhetoric from Aristotle to the present.

Sp 439 Contemporary American Public Address Communication 3 hours

The criticism and evaluation of the rhetoric of 20th century American speakers and their relation to political, social and religious movements of their times.

Writing

LOWER-DIVISION COURSES

Wr 115 Introduction to College Writing 3 hours

An introductory course using personal experience as a gateway to college level writing. Does not satisfy LACC requirements.

Wr 135 English Composition 3 hours

A basic course in expository prose emphasizing argumentative and analytical writing.

Wr 224 Writing About Literature 3 hours

A course focusing on critical essays about literature, basic research techniques, and proper use and documentation of sources. Should be taken before attempting upper division literature courses. Prerequisites: Wr 135.

Wr 241 Introduction to Writing Fiction 3 hours

An introductory course in the techniques of writing fiction, with attention to development of critical appreciation of the art of writing.

Wr 242 Introduction to Writing Poetry 3 hours

An introductory course in the technique of writing poetry, with attention to the development of critical appreciation of the art of writing.

UPPER-DIVISION AND GRADUATE COURSES

Wr 321 Business and Technical Communications 3 hours

Practice in analysis and writing of the special forms common to business, industry and professions. Emphasis on the organization, form and style of technical reports, articles, abstracts, memoranda and correspondence. Prerequisites: Wr 135.

Wr 323 Intermediate Exposition 3 hours

A course in intermediate expository writing. Prerequisites: Wr 135.

Wr 341 Creative Writing 3 hours

Study and writing of ONE of the following: poetry, nonfiction prose, fiction or drama. The focus of each section will be listed in the yearly schedule of classes.

Wr 399 Special Studies 3 hours

Wr 409 Practicum 1-3 hours

Terms and hours to be arranged.

The theory and practice of critical analysis of student writing.

Wr 414 Advanced Composition 3 hours

Advanced instruction and practice in the principles of writing; required of all students who plan to teach English. Prerequisites: Wr 135.

Wr 430/530 The History of Composition and Rhetoric 3 hours

A writing course incorporating the study of selected texts in the history of composition and rhetoric from Aristotle to Burke.

Wr 440/540 Teaching of Writing 3 hours

A writing course, dealing with current theories and practices in teaching writing in English Language Arts and other subject areas in the public school.

Wr 441 Advanced Creative Writing 3 hours

Advanced study and writing of ONE of the following: poetry, nonfiction prose, fiction or drama. The focus of each section will be listed in the yearly schedule of classes.

Wr 450 Writing for Publication 3 hours

A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading and copy-right application. Submission of actual manuscript for publication.

natural sciences and mathematics

Biology

LOWER-DIVISION COURSES

Bi 101, 102, 103 General Biology 4 hours each term

The major concepts of biology: Bi 101 includes cell structure and function, energy transformations, ecology and biological diversity; Bi 102 considers anatomies and physiologies of plants and animals with emphasis on the human; Bi 103 deals with genetics, reproduction, development and evolution. This sequence is designed for students not intending to pursue further work in biological sciences. Three lectures, one two-hour laboratory period. Bi 101 is a prerequisite for both Bi 102 and 103; Bi 102 is not a prerequisite for Bi 103.

Course descriptions

Bi 211, 212, 213 Principles of Biology 4 hours each

An introduction to the science of biology, which includes morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecology of both plants and animals. Designed for the biology major. Three lectures and one three-hour laboratory period. Passing grade in 211 required for admission to 212. Passing grade required in 212 for admission to 213.

Bi 218 Elements of Microbiology 3 hours

An introduction to the biology of microorganisms with emphasis on bacterial diseases of man, host responses, and methods of control. Designed for students in health programs. Not open for credit to biology majors. Two-hour lecture and one three-hour lab.

UPPER-DIVISION AND GRADUATE COURSES

Bi 311 Plant Growth and Propagation 4 hours

Controlled experiments in the greenhouse and laboratory on such topics as seed dormancy and germination, flower initiation, propagation by leaf, stem and root cuttings, mineral requirements, and growth indoors under artificial lights. Two lectures plus one three hour laboratory period.

Bi 312 Animal Behavior 4 hours

A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms of behavior, social behavior and the nature and organization of animal societies. Three lectures, one two-hour laboratory. Prerequisite: Bi 101, 102, 103 or equivalent. Offered alternate years.

Bi 317 Vertebrate Natural History 4 hours

The classification, behavior, life history, and ecology of vertebrate animals that occur in Oregon. Groups included are the fresh water fishes, amphibians, reptiles, birds and mammals. Laboratory will emphasize identification and field studies. Two lectures, one three-hour laboratory and required field trips. Prerequisite: introductory biology sequence. Offered alternate years.

Bi 321 Systematic Field Botany 4 hours

A course designed to give practical experience in the identification of common plant families and species of the Willamette Valley. Includes the learning of major characteristics of plant families and the use of taxonomic keys. Field collections are required and emphasize careful observation and records of ecological relations as plants are collected. Field trips are conducted during class periods. Two lectures plus two three-hour laboratory periods. No prerequisite, but Bi 102 or Bi 213 recommended.

Bi 324, 325 Comparative Vertebrate Anatomy 4 hours each term

A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bi 326 Vertebrate Embryology 4 hours

Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered in alternate years.

Bi 330 Plant Physiology 4 hours

An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Two lectures, two three-hour laboratory periods. Prerequisites: Bi 213 and Ch 223 or consent of instructor. Offered alternate years.

Bi 331 General Microbiology 4 hours

Selected topics in the science of microbiology with emphasis on the structure, metabolism and genetics of procaryotes. Three-hour lecture and one three-hour laboratory period. Prerequisites: Bi 213 and Ch 223 or consent of instructor.

Bi 334 Human Gross Anatomy and Physiology 4 hours

An integrated treatment of the gross anatomy and mechanisms of human function. The course uses lectures, human cadaver laboratories, and physiological laboratories. The topics covered for this term include metabolism, membrane properties, action potentials, synaptic functions, endocrine, central nervous system, muscle and renal physiology. Three lectures, one three-hour laboratory period. Prerequisites: Bi 101 and 102.

Bi 335 Human Gross Anatomy and Physiology 4 hours

An integrated treatment of the gross anatomy and mechanisms of human function. The course uses lectures, human cadaver laboratories, and physiological laboratories. The topics covered for this term include reproduction, circulation, gastrointestinal, respiratory and exercise physiology. Three lectures, one three-hour laboratory period. Prerequisites: Bi 101, 102, and 334.



Course descriptions

Bi 336 Human Histology and Physiology 4 hours

The study of the minute structures of the human body and how they relate to cell, tissue, and organ structure and function. Two lectures and two three-hour laboratory periods. Prerequisites: Bi 101, 102, or consent of instructor.

Bi 341 Genetics 3 hours

The principles and mechanisms of inheritance, including consideration of patterns of inheritance, the nature of the gene, chromosome structure, gene action, population genetics and mechanisms of mutation. Three lectures. Prerequisites: Bi 102 and 103.

Bi 357 General Ecology 4 hours

The biology of ecosystems including abiotic factors, energy transformations, population dynamics and interspecific interactions. Course emphasizes basic ecological principles not current problems. Laboratories will focus on a survey of major ecosystems and will include field trips to selected sites. Three lectures and one three-hour laboratory. Prerequisite: Bi 213 or permission of instructor.

Bi 361 Marine Biology: Invertebrate Animals of the Ocean Shore 4 hours

Designed primarily for the non-biology major, this course provides a survey of the animal phyla and classes in lecture, emphasizing their organizational levels. Laboratory time is divided between field trips to a variety of intertidal habitats and laboratory work on identification of specimens and a study of their behavior and ecological interrelationships. Two lectures, two three-hour laboratory periods. Prerequisites: Bi 101 and 103.

Bi 370 Environmental Science 4 hours

The study of how humans interact with their environment and the effects of the environment on human society. Topics include basic ecological principals, human population growth, environmental health, air and water pollution, ecosystem change and global impacts. Does not substitute for Bi 357 (Ecology) in the Biology Major Program. Three hours lecture and one three-hour laboratory including field work. Prerequisite: Bi 101 or equivalent.

Bi 371 Structure of Seed Plants 4 hours

Morphology, anatomy and reproduction of seed plants. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bi 388 Cell Biology 4 hours

An introduction to cell structure and function required for the Biology major. Examines the architecture and basic organelle activity in the intact cell and the major techniques currently employed to study cells. Three lectures and one three-hour lab each week. Prerequisites: Bi 213 and Ch 223.

Bi 406 Individual Study 1-15 hours Terms and hours to be arranged.

Bi 407/507 Seminar 1-15 hours Terms and hours to be arranged.

Bi 408 Workshop 1-9 hours

Bi 409 Practicum 1-9 hours

Bi 424 Human Dissection 2-5 hours

A study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be negotiated on the basis of student goals. Prerequisite: upper division standing and permission of instructor.

Bi 430 Microbial Pathogenesis 3 hours

Investigation of the molecular basis of viral, bacterial, fungal and protozoan pathogenesis in humans. Emphasis on microbes of current concern. Prerequisite: Bi 331. Spring quarter, alternate years.

Bi 434 Comparative Animal Physiology 4 hours

An introductory course designed to acquaint the student with the principles of body function in selected animals. The topics covered include cell, organ and total body function and chemical composition. Emphasis is placed on the mechanisms of homeostasis. Three lectures and one three-hour laboratory. Prerequisite: Bi 211 or consent of instructor.

Bi 440/540 Emerging and Re-emerging Infectious Diseases 3 hours

Identification of factors that encourage the emergence and spread of emerging and re-emerging infectious agents, for example, Ebola virus and Mycobacterium tuberculosis. A biological, epidemiological, social, ecological and evolutionary approach to understanding new global health problems. Sequence in Biology or permission of instructor.

Bi 446 Evolution 3 hours

The historical development of evolutionary theory; genetic variability of populations; mechanisms of evolution; perspectives and generalizations developed from studies of fossils; evolution of human lineage. Prerequisite: Bi 341.

Bi 451 Invertebrate Zoology 4 hours

Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bi 458/558 Field Biology 3-4 hours

Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. Prerequisite: consent of instructor.

Bi 465/565 Natural History of the Mushroom 3 hours

An introduction to the higher fungi with emphasis on the classification and identification of mushrooms growing in Western Oregon. Weekly field trips required. Offered alternate years. Prerequisite: Bi 101 or consent of instructor.

Bi 471 Whales, Dolphins and Porpoises 3 hours

An overview of the biology of whales, porpoises and dolphins with an emphasis on the great whales. Major topics include: a survey of living species, feeding, locomotion, diving adaptations, nervous system, sound production and hearing, reproduction, exploitation by humans, and current developments in conservation. Three lectures. Prerequisite: Bi 101, 102, 103. Offered alternate years.

Bi 474 Entomology 4 hours

Survey of the insect orders including a study of selected aspects of their morphology, life history, physiology and ecology. Some consideration of related arthropods. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bi 475 Molecular Biology 4 hours

The structure and function of the gene. Study of genome structure and selected cases of the regulation of transcription and translation in prokaryotes and eukaryotes. Includes the complexity, stability and alterations of the genome in order to understand molecular evolution and the action of viruses. Three lectures and one three-hour lab. Prerequisites: Bi 388 and one year of chemistry or instructor's consent.

Course descriptions

Chemistry

LOWER-DIVISION COURSES

Ch 104, 105, 106 **Introductory Chemistry** 4 hours each term

An introduction to the fundamental concepts of general chemistry. During the winter and spring terms emphasis will be placed on organic and biological chemistry. Three lectures and one three-hour laboratory. Prerequisite: high school algebra.

Ch 221, 222, 223 **General Chemistry** 4 hours each term

An introduction to inorganic chemistry covering atomic and molecular structure, chemical reactions, states of matter, equilibrium and thermodynamics. Three lectures and one three-hour laboratory. Prerequisite: Mth 100 equivalency and high school chemistry.

UPPER-DIVISION AND GRADUATE COURSES

Ch 310 **Geochemistry** 3 hours

An application of the principles of chemistry to geological processes such as phase equilibria, isotope fractionation, weathering and supergene enrichment of ore deposits, volcanism, crystal morphology, and chemical processes on the sea floor. Three lectures. Prerequisites: one year of college chemistry, G 351 or equivalent or consent of instructor.

Ch 312 **Quantitative Analysis** 4 hours

A study of the fundamental principles of analytical chemistry. Laboratory work consists of standard titrimetric and gravimetric procedures. Two lectures and two laboratory periods. Prerequisite: Ch 223.

Ch 313 **Instrumental Analysis** 4 hours

A study of the use of instrumental methods for quantitative determinations of unknown chemical samples. Two lectures and two laboratory periods. Prerequisite: Ch 312 or consent of instructor.

Ch 334, 335, 336 **Organic Chemistry** 4 hours each term

A study of the chemistry of carbon compounds including their structure, reactions and syntheses. Three lectures and one laboratory. Prerequisite: Ch 223 or consent of instructor.

Ch 340 **Elementary Physical Chemistry** 4 hours

Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will not count as credit toward a chemistry major. Prerequisite: Ch 223, Ph 212, or consent of instructor.

Ch 350 **Chemical Literature** 1 hour

A study of the methods of searching the chemical literature. One lecture session or field trip per week. Prerequisite: Ch 335.

Ch 354 **Computational Chemistry** 2 hours

A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem solving, information handling and retrieval, and simulation techniques. Prerequisite: two years of college chemistry or consent of instructor.

Ch 360 **Nuclear Chemistry** 3 hours

Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactors and applications of radioactivity. Prerequisites: Ch 223, Ph 213 or consent of instructor.

Ch 370 **Selected Topics in Chemistry** 1-3 hours

An introduction to contemporary topics in chemistry. Prerequisite: consent of instructor.

Ch 371 **Environmental Chemistry** 3 hours

A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog acid rain, pollution, oil spills, and pesticides.

Ch 401 **Research** 1-3 hours

Terms and hours to be arranged. May be repeated for credit.

Ch 407 **Seminar** 1 hour

Group study and discussions concerning the frontiers of chemistry, current research problems, and the interaction of chemistry with other disciplines. Students will be required to present a seminar. Prerequisite: Ch 350.

Ch 408 **Workshop** 1-15 hours Terms and hours to be arranged.

Ch 409 **Practicum** 1-9 hours Terms and hours to be arranged.

Ch 411 **Advanced Inorganic Chemistry** 3 hours

A study of the basic principles of inorganic chemistry and the main properties and reaction chemistry of inorganic elements and compounds within the framework of the periodic table. Prerequisite: Ch 223, Mth 254, Ph 213 or consent of instructor.

Ch 412 **Advanced Inorganic Chemistry** 3 hours

A study of contemporary bonding theory, coordination chemistry, inorganic reaction mechanisms and organometallic complexes. Not sequential with Ch 411. Prerequisite: Ch 223, Mth 254, and Ph 213 or consent of instructor.

Ch 440 **Physical Chemistry I** 3 hours

A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermochemistry, equation of states, kinetic-molecular theory, free energy and chemical equilibrium. Prerequisite: Ch 223, Mth 254, Ph 213.

Ch 441 **Physical Chemistry II** 3 hours

A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. Prerequisite: Ch 440.

Ch 442 **Physical Chemistry III** 3 hours

A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules. Prerequisite: Ch 441.

Ch 450/550 **Biochemistry I** 3 hours

A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. Prerequisite: Ch 336 or consent of the instructor.

Ch 451 **Biochemistry II** 3 hours

The study of the function of biological macromolecules with emphasis on the mechanisms of protein-ligand binding, metabolic pathways and regulatory enzyme mechanisms. Prerequisite: Ch 450.

Ch 452/552 **Biochemistry Laboratory** 3 hours

An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques, and protein purification. One hour lecture and one four hour lab. A research project will be required for graduate credit. Prerequisite: Ch 336, Ch 450, Mth 251 equivalent or consent of instructor.

Ch 461, 462, 463 **Experimental Chemistry** 2 hours each term

An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. Prerequisite or Co-requisite: Ch 440 or consent of instructor.

Course descriptions

Ch 470 Advanced Topics in Chemistry 1-3 hours

In-depth coverage of relevant chemical topics in the areas of analytical, biological, inorganic, organic or physical chemistry. Prerequisite: consent of instructor

Ch 471 Chemical Instrumentation 4 hours

Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory. Prerequisite: Ch 313.

General Science

LOWER-DIVISION COURSES

GS 104, 105, 106 Foundations of Physical Science 4 hours each term

A survey of the various aspects of earth and physical sciences. GS 104, earth sciences; GS 105, metric measurement and chemistry; GS 106, astronomy and physics. Not open to students who have taken more advanced courses in the corresponding subject matter. Three lectures and one two-hour laboratory.

GS 107 Seminar 1-3 hours

GS 161 Photography 2 hours

For students interested in photography as an avocation. Elementary work with hand camera; developing, printing, enlarging. One lecture, one three-hour laboratory period.

GS 201H, 202H, 203H Natural Science: The Search for Order (Honors) 4 hours each.

A study of major themes from the natural sciences selected to develop understanding of historical perspectives, current interactions, and future potentials of earth, physical and biological sciences.

UPPER-DIVISION AND GRADUATE COURSES

GS 311 Biological Science for Elementary Schools 3 hours

Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two 3-hour sessions.

GS 312 Physical Science for Elementary Schools 3 hours

Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 313 Earth Science for Elementary Schools 3 hours

Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 321 Musical Acoustics 4 hours

An integrated lecture-demonstration-laboratory approach to the nature of sound and music with direct student involvement. Topics to include the nature and perception of sound, acoustical characteristics of music instruments, applications of electronics, and architectural acoustics. Three lectures and one two-hour laboratory. Prerequisite: Mth 105 or equivalent.

GS 331 Introduction to Oceanography 3 hours

A study of the nature of sea water and the physical, chemical and geologic processes acting within the oceans. Three lectures.

GS 342 Coastal Oceanography 3 hours

Coastal oceanography of Oregon is studied in detail with emphasis on circulation in estuaries, the tides and coastal erosion and deposition. Students will undertake supervised research projects. Three lectures and weekend field trips. Prerequisite: GS 104 or GS 331.

GS 351 Elements of Astronomy 3 hours

A study of the structure and evolution of the universe from an observational perspective. Topics to include the night sky, observational techniques, the solar system, stellar and galactic structure, and cosmology. Three lectures. Prerequisite: Mth 105 or equivalent.

GS 361 Energy and Resources in Perspective 3 hours

A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives. Three lectures.

GS 390 Basic Meteorology 3 hours

An introductory study of weather elements, their observation, measurement and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationship and circulation.

GS 401 Research 1-15 hours Terms and hours to be arranged.

GS 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

GS 407 Seminar 1-15 hours Terms and hours to be arranged.

GS 408 Workshop 1-15 hours Terms and hours to be arranged.

GS 409 Practicum 1-9 hours

Provides the preprofessional experience desired by such professional schools as medicine and physical therapy.

GS 411/511 History of Science 3 hours

A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. Prerequisites: Two sequences in natural sciences or mathematics or consent of instructor.

GS 420 Selected Field Investigations 1-6 hours, credit to be announced

Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

GS 424/524 Astronomy 3 hours

A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. Prerequisites: one year each of college physical science and mathematics.

Geology

LOWER-DIVISION COURSES

G 201, 202, 203 Geology 4 hours each term

A systematic study of planet earth. The nature and origin of common minerals, rocks and geologic structures; the processes and products of erosion; and the evolution of the earth's crust are studied through readings, lectures, laboratories and voluntary field trips. Three lectures and one two-hour laboratory. No prerequisite.

UPPER-DIVISION AND GRADUATE COURSES

G 321 Structural Geology 3 hours

The mapping, geometrical analysis and origin of folds, faults, joints, foliation and other structures exhibited by rocks; interpretation of structures associated in space and time. Prerequisite: consent of instructor.

G 322 Geomorphology and Aerial Photo Interpretation 3 hours

A study of the processes acting to modify the configuration of the earth's surface and landscapes resulting from these processes. Maps and aerial photos of landforms studied in the laboratory include those depicting regions of North American physiographic provinces. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

Course descriptions

G 351 Elements of Geology 3 hours

Principles of geology, processes which shape the surface of the earth, historical development of the earth. Designed as an introduction to geology for general science teachers and elementary teachers. Two lectures and one three-hour laboratory period. Not open to students who have taken GS 104 or GS 201.

G 392 Stratigraphy and Sedimentation 3 hours

Sedimentary processes, structures and depositional environment studies augmented by statistical parameters and interpretation principles of classical and dynamic stratigraphy. Field and laboratory methods will be taught.

G 401 Research 1-15 hours Terms and hours to be arranged.

G 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

G 407/507 Seminar 1-15 hours Terms and hours to be arranged.

G 408/508 Workshop 1-15 hours Terms and hours to be arranged.

G 440/540 Fossils of Oregon 4 hours

A study of the nature, distribution and relationships of invertebrate, vertebrate and plant fossils in Oregon. Two lectures and two two-hour laboratories. Graduate students will be expected to complete an extra project which will involve the collection, identification and description of a fossil locality.

G 450/550 Rocks and Minerals 3 hours

A study of the structure, chemistry, physical properties and occurrences of minerals and the textures, compositions and genetic associations of rocks. The subject matter and format of the course are designed for classroom teachers. One lecture and two two-hour laboratories per week. Prerequisites: upper-division or graduate standing, prior geology course, or consent of instructor.

G 453/553 Geology of the Pacific Northwest 3 hours

A study of the mineral resources, rocks, structures and landscapes of the region. Changes in geologic setting and climate are inferred from structural and paleontologic evidence, and the evolution of the area is traced through geologic time. Two lectures and one two-hour laboratory.

G 460/560 Geology of Mineral Resources 3 hours

Study of the nature, origin and distribution of ores, fuels and industrial rock. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

G 473/573 Environmental Geology 3 hours

Investigation of geologic hazards and the application of geology to the environment of man, including mineral resources and land utilization, modification, planning and control. Prerequisite: G 351 or consent of instructor.

G 476/576 Water Resources 3 hours

Concepts of the hydrologic cycle and man's interaction and impact on the hydrologic system. Special emphasis on water use, quality and supply. Field trips will be used to study specific water problems in the Pacific Northwest. Graduate students must do a term report.

Mathematics

LOWER-DIVISION COURSES

The department offers two calculus sequences to meet students' needs. Mth 251,252 is the standard sequence recommended to most students in the physical sciences and mathematics. Mth 241,242 is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The choice between these two sequences is an important one; the choice of Mth 241,242 effectively closes the door to most advanced mathematics courses.

Mth 105 Introduction to Contemporary Mathematics 4 hours

A course designed to meet the minimal graduation requirements in mathematics. (The course presumes the skills from two years of high school algebra and one year of geometry.) The emphasis is on problem solving. The goal of the course is to convey the power of mathematics. The problems investigated range from managerial and social sciences to biological, physical and computer sciences. Students will need to use a calculator and computer. Prerequisite: Mth 095 with grade of C or better, or satisfactory score on math placement test. The course does not apply toward a math major or minor.

Mth 111 College Algebra 4 hours

Polynomial equations and inequalities, functions and graphs, inverse functions, system of equations with two or more variables, inequalities, rational functions and graphs, and mathematical induction. Prerequisite: Mth 095 with a grade of C or better, or satisfactory score on WOSC math placement test. Does not apply toward a math major.

Mth 112 Elementary Functions 4 hours

Exponential and logarithmic functions and graphs, triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates, analytic geometry, and the algebra of functions. Prerequisite: Mth 111 with a grade of C or better or consent of instructor. This course does not apply to a math major.

Mth 199 Special Studies: Mathematics 1-6 hours

Mth 211, 212, 213 Foundations of Elementary Mathematics 3 hours each term

Intended for prospective elementary teachers. Introduction to problem solving, sets, whole numbers, number theory, fractions, decimals, percent, ratio and proportion, integers, rational and real numbers. Introduction to probability and statistics, measurement, and geometry. The course presumes the skills from two years of high school algebra and one year of geometry. Prerequisite for Mth 211: Satisfactory score on math placement test taken at Western Oregon State College or Mth 095 with a grade of C or better. Prerequisites for Mth 212: Mth 211 with a grade of C or better. Prerequisite for Mth 213: Mth 212 with a grade of C or better. Does not apply toward a math major.

Mth 231 Elements of Discrete Mathematics I 4 hours

Includes sets, set operations, scientific notation, number bases, elementary symbolic logic, induction, recurrence relations, functions, algorithms, graph theory, applications. Prerequisite: Mth 111 with grade of C or better, or consent of instructor. Does not apply toward a math major.

Mth 241, 242 Calculus for Management and Social Sciences 4 hours each

Designed to acquaint students in the natural, social and management disciplines. Topics include exponential and logarithmic functions. Elementary properties of derivatives and integrals, application to marginal analysis, related rates, optimization problems. Sequences, geometric series, linear programming, functions of several variables, partial derivatives and optimization. A knowledge of trigonometry is not presumed. Students may not receive credit for both Mth 241 and 251, or Mth 242 and Mth 252. Prerequisites: Mth 241 requires Mth 111 with a grade of C or better; Mth 242 requires Mth 241 or Mth 251 with a grade of C or better. These courses do not apply to a mathematics major.

Course descriptions

Mth 243 Introduction to Probability and Statistics 4 hours

Descriptive statistics, discrete and continuous probability models including Binomial and Normal distributions, sampling distributions; concepts and methods of hypothesis testing, point and interval estimation; large and small sample methods for one and two samples. Prerequisite: Mth 111 with grade of C or better. Does not apply toward a math major.

Mth 251 Calculus I 5 hours

Differential calculus of functions of a single variable. Limits, continuity, differentiability of the algebraic and trigonometric functions. The Intermediate Value Theorem, the Mean Value Theorem, optimization problems, conics, curve sketching and applications. Prerequisite: Mth 112 with grade of C or better or consent of instructor.

Mth 252 Calculus II 5 hours

Integral calculus of functions of a single variable. The Fundamental Theorem of Calculus, the logarithmic and exponential functions, techniques of integration, polar coordinates, applications. Prerequisite: Mth 251 with grade of C or better.

Mth 253 Calculus III: Sequences and Series 5 hours

Convergence and divergence of sequences, L'Hopital's Rule, improper integrals and series, convergence tests, Taylor's Theorem with remainder, power series. Functions of several variables, partial derivatives, double and triple integrals, iterated integrals, coordinate systems, and applications. Prerequisite: Mth 252 with grade of C or better.

Mth 254 Vector Calculus 4 hours

Vectors, inner product, cross product, lines and planes in space. Curves in space, arc length, velocity, acceleration, curvature. Introduction to functions of several variables; limits, continuity, differentiability, the gradient. Prerequisite: Mth 252 with grade of C or better.

Mth 257 Multivariate Calculus 4 hours

Differential and integral calculus of functions of several variables. Differentiability, the gradient, directional derivatives, the chain rules, optimization problems and the second derivative test. Double and triple integrals, iterated integrals, coordinate systems, and applications. Prerequisite: Mth 254 with grade of C or better.

Mth 292 College Algebra for Elementary Teachers 3 hours

Algebraic skills; solving linear and quadratic equations; inequalities; functions; graphs; systems of linear equations. Prerequisite: Mth 213 with grade of C or better, or consent of instructor. Does not apply toward a math major.

UPPER-DIVISION AND GRADUATE COURSES

Mth 307 Seminar in Mathematics 1 hour

Participation in weekly departmental seminars devoted to the exploration of topics in mathematics and the presentation of senior projects. Enrollment in two terms is required for the degree in mathematics. Normally this requirement is to be met by the end of the sophomore year. Transfer students are to meet this requirement at the earliest possible date. (Exceptions require departmental permission.)

Mth 311 Advanced Calculus I 4 hours

A rigorous introduction to analysis. The topology of Euclidean spaces. Completeness, compactness. The Bolzano-Weierstrass Theorem. Limits of sequences and functions. Continuity, uniform continuity. Uniform convergence. Prerequisite: Mth 341 with a C or better.

Mth 312 Advanced Calculus II 4 hours

A rigorous introduction to differential and integral analysis of functions of one variable. The Mean Value Theorems. Taylor's Theorem. The Eiemann integral. The Fundamental Theorem of Calculus. Infinite series, power series. Tests for convergence. Uniform convergence. Prerequisites: Mth 311 with a grade of C or better.

Mth 313 Advanced Calculus III 4 hours

A rigorous treatment of the differential and integral calculus of functions of several variables. The Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by series and integrals. Additional topics if time permits: Fourier series, integral transforms. Prerequisite: Mth 312 with a grade of C or better.

Mth 314 Differential Equations 4 hours

Introduction to methods of solution of first and second order differential equations. Linear and nonlinear equations, series solutions, the method of Frobenius; systems of linear equations. Applications in the physical, biological, and social sciences. Prerequisite: Mth 253, 257, 341.

Mth 337, 338 Geometry 3 hours each term

Euclidean Geometry from a formal point of view. The axiomatic foundations of geometry will be thoroughly studied and non-Euclidean geometry will be introduced. The historical development of geometry will be emphasized. Prerequisite: Mth 253 with a C or better or consent of instructor.

Mth 341 Linear Algebra I 4 hours

Vector algebra and geometry of 3-space; systems of linear equations; Gaussian elimination; real vector spaces; determinants, linear transformations, introduction to eigenvalue problems. Prerequisite: Mth 254, concurrent enrollment in Mth 254, or consent of instructor.

Mth 344 Group Theory 3 hours

An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms, the Isomorphism Theorems; examples from geometry, linear algebra and the physical science applications. Prerequisite: Mth 341.

Mth 345 Ring Theory 3 hours

An introduction to the theory of rings and fields. Ideals, homomorphisms and isomorphisms, zero-divisors, nilpotency; principal, prime, and maximal ideals; integral domains and fields. Prerequisite: Mth 344.

Mth 346 Number Theory 3 hours

Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues. Fermat's Theorem. Prerequisite: Mth 253.

Mth 354 Discrete Structures I 3 hours

Sets, relations, partitions, functions, mathematical induction, recursion. Prerequisite: Mth 231 or 252.

Mth 355 Discrete Structures II 3 hours

Enumeration, complexity of algorithms, graph theory, trees, and network models. Prerequisite: Mth 354.

Mth 363 Linear Programming and Games 3 hours

Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two person matrix games. Prerequisite: Mth 341.

Course descriptions

Mth 365 Mathematical Probability **3 hours**

Probability theory developed through moment generating functions. Tandom variables, probability distributions, density functions. Prerequisite: Mth 253 with a C or better.

Mth 366 Mathematical Statistics **3 hours**

Correlation and Covariance, theory of point and interval estimation, hypothesis and significance testing for large and small samples. Prerequisite: Mth 365.

Mth 391 Math Models 3 hours

Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geoboards, and multi-base blocks. Three lectures, one laboratory. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

Mth 392 Introduction to Abstract Algebra 3 hours

An introduction to abstract mathematics as a structured mathematical system. The system of whole numbers, elementary group theory, and integers are examined. Students are expected to make conjectures and prove them true or false with a deductive proof or counter example. Some elementary logic is also examined. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

Mth 393 Probability and Statistics for Elementary Teachers 3 hours

Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Prerequisite: Mth 111 or 292 or consent of instructor. Does not apply toward a math major.

Mth 394 Introduction to Geometry **3 hours**

A brief examination of intuitive geometry including construction, basic Euclidean geometry, proof, and measure. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

Mth 396 Elementary Problem Solving 3 hours

Goals for this class are to help elementary teachers become better mathematical problem solvers, to introduce techniques and materials helpful in improving student problem solving abilities, and to suggest ways to organize the curriculum and daily instruction to achieve problem solving goals. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

Mth 395/398 Elementary Integrated Mathematics I and II 3 hours

The study of computational skills, geometry, probability and statistics, data collection and number theory in applied problem solving. Extensive use of group activities technology, and real-world applications will be used to gain an understanding of the underlying mathematics and an appreciation of the utility and value of mathematics. The goals of the classes are for students to achieve: learning to value mathematics, becoming confident in one's own ability, becoming a mathematical problem solver, learning to communicate mathematically, and learning to reason mathematically. Prerequisite: Mth 391 or consent of instructor. Does not apply toward a mathematics major.

Mth 397 Secondary Problem Solving 3 hours

Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Intended for secondary mathematics teachers. Prerequisite: Mth 341, 337, or consent of instructor.

Mth 401 Research 1-9 hours Terms and hours to be arranged.

Mth 402 Independent Study 1-3 hours Terms and hours to be arranged.

Mth 403 Thesis 3-6 hours Terms and hours to be arranged.

Mth 404 Work Experience; Internship 1-9 hours Terms and hours to be arranged.

Mth 405 Reading and Conference 1-6 hours Terms and hours to be arranged.

Mth 406 Special Problems/Projects 1-3 hours Terms and hours to be arranged.

Mth 407/507 Seminar 1-3 hours Terms and hours to be arranged.

Mth 408 Workshop 1-9 hours Terms and hours to be arranged.

Mth 409 Practicum 1-4 hours Terms and hours to be arranged.

Mth 410/510 Advanced Topics: Analysis 3 hours

Students enrolled in Mth 510 will be expected to complete a graduate project. Prerequisite: completion of at least nine

hours in this area of concentration and consent of instructor.

Mth 416 Complex Analysis 3 hours

The analysis of functions of a single complex variable. Conformal mappings, the Cauchy-Riemann equations, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions, Morera's Theorem, the Fundamental Theorem of Algebra, additional topics and applications. Students enrolled in Mth 516 will be expected to complete a graduate project. Prerequisite: Mth 311.

Mth 420/520 Advanced Topics: Applied Mathematics 3 hours

Students enrolled in Mth 520 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

Mth 430/530 Advanced Topics: Geometry 3 hours

Students enrolled in Mth 530 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

Mth 437/537 Set Theory and Topology 3 hours

Introduction to point set topology including a study of various topological spaces, continuous mappings, and the hierarchy of topological spaces. Students enrolled in Mth 537 will be expected to complete a graduate project. Prerequisite: Mth 311.

Mth 439 Transformational Geometry 3 hours

A study of the geometric transformations of the plane and their group structure. The first part of the course culminates in the classification theorem for Isometries of the Plane. The latter part of the course focuses upon the Frieze Groups and the Wallpaper Groups. Prerequisite: Mth 341, 338.

Mth 440 Advanced Topics: Algebra 3 hours

Topics in modern algebra for advanced undergraduate students. Prerequisites: Mth 341, 344, 345 or consent of instructor.

Mth 441/541 Linear Algebra II 3 hours

Complex vector spaces, linear transformations, canonical forms, the Spectral Theorem and eigenvalue problems, applications. Students enrolled in Mth 541 will be expected to complete a graduate project. Prerequisite: Mth 345.

Course descriptions

Mth 446 Abstract Algebra 3 hours

A rigorous treatment of group theory. Examples from many branches of mathematics. Normal subgroups, quotient groups, the homomorphism and isomorphism theorems. Prerequisite: Mth 345 or consent of instructor.

Mth 451 Numerical Analysis 3 hours

Approximation of functions, interpolation, curve fitting, numerical integration, orthogonal systems and the representation of functions, numerical solutions of systems of linear equations, conditioning. Prerequisite: Mth 253, 257, 341. (Recommended: Any of Mth 311, 314, 365, 441)

Mth 460 Advanced Topics: Probability and Statistics 3 hours

Topics in probability and statistics for advanced undergraduate students. Prerequisites: Mth 365, 366 or consent of instructor.

Mth 472 History of Mathematics 3 hours

The history of mathematics from ancient to modern times: The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. Prerequisite: Mth 253 or 254.

Mth 482 Logic and the Foundations of Mathematics 3 hours

A careful analysis of methods of proof. Axiomatic systems, consistency, the elaboration of mathematical structures from a minimal set of axioms and basic principles of logic. Construction of number systems. Cardinality. Prerequisite: Mth 311, 344.

Mth 498/598 Computer Applications in Math 3 hours

Integration of the computer into mathematics as a tool in problem solving and traditional mathematical computations at all levels. Commercial and student-written programs will be used. Students enrolled in Mth 598 will be expected to complete a graduate project. Prerequisite: CS 211, Mth 252, or consent of instructor.

Physics

LOWER-DIVISION COURSES

Ph 201, 202, 203 General Physics 4 hours each term

The study of mechanics, heat, sound, optics, electricity, magnetism and topics in modern physics. Three lectures and one two-hour laboratory period. Prerequisite: Mth 106.

Ph 211, 212, 213 General Physics with Calculus 4 hours

Fundamental principles and applications of classical mechanics, heat, electricity and magnetism, wave motion, and optics. For students in pre-engineering and the natural sciences. Three lectures and one three-hour laboratory period. Prerequisite: Math 251 (can be taken concurrently).

UPPER-DIVISION AND GRADUATE COURSES

Ph 311, 312 Introduction to Modern Physics 4 hours each term

Physical theories and research of the 20th century, including theories of relativity and quantum-wave mechanics, electrons and X rays, atomic spectra and structure, solid-state physics, low temperature physics, nuclear physics, and fundamental particle physics. Three lectures and one three-hour laboratory period. Prerequisites: Ph 203 or 213.

Ph 470 Selected Topics in Physics 1-3 hours

Topics of special interest such as cosmology, relativity, medical and radiation physics, and biophysics.

social science

Anthropology

LOWER-DIVISION COURSES

Anth 199 Special Studies 3 hours

Anth 214 Introduction to Physical Anthropology 3 hours

Biological aspects of the human experience, especially interactions between biology and culture. A review of the modern synthetic theory of evolution; fossil evidence of early primate and hominid populations; the mechanisms of heredity, human variation and adaptation; and the development of culture in human evolution. Attention throughout the course to the nature of science as a cultural construct.

Anth 215 Introduction to Archeology 3 hours

Understanding the human past through the study of material remains. A review of the methods used to collect and analyze data and the theories used to construct chronologies, reconstruct ancient lifestyles and explain the processes of cultural evolution. Examines some of the major contributions of archeology and discusses the relevance of archeology to everyday life.

Anth 216 Introduction to Cultural Anthropology 3 hours

An examination of the concepts and methodology of cultural anthropology by reviewing the research and prominent scholars; examines the role of culture in society by means of a variety of case studies.

UPPER-DIVISION AND GRADUATE COURSES

Anth 310 World Prehistory 3 hours

A survey of human cultural evolution worldwide over the last four million years up to the beginnings of written records. Examines archeological evidence for the invention of language and art, the evolution of technology, the peopling of the New World, the invention of agriculture, and the origins of cities.

Anth 311 Human Evolution 3 hours

The genetic basis of human evolution, human variation, and modern human adaptive differences; the biological basis of human culture and the impact of culture on human biology. Prerequisite: Anth 214.

Anth 312 Social Anthropology 3 hours

An examination of anthropological theory and research on the development of diversity in social organization; the role of social institutions; and the concept of culture as a means to understanding social variation.

Anth 313 North American Prehistory 3 hours

A survey of the prehistory of the North American continent from the first peopling of the Western Hemisphere through the beginnings of regionalization, the origins of agriculture and village life, and the development of complex societies. Attention to debates over the causes of these changes and to ethical issues confronting North American archeologists.

Anth 314 Band and Tribal Societies 3 hours

Examines selected cultures organized at the band or tribal level in the modern world; explores issues of cultural survival and contributions of traditional societies to human knowledge.

Course descriptions

Anth 316 Circumpolar Peoples 3 hours

A survey of peoples living in Arctic regions of the world: similarities and differences in environment and technology, social and belief systems; issues of acculturation, native identity, and the struggle for cultural survival.

Anth 325 Participant Observation and Qualitative Research Methods 3 hours

Survey of qualitative research methods with focus on participant observation. Students will be required to conduct field research as a means of developing the following research tools: surveys, interviews, and observation. Skills in basic archival work will also be developed. Prerequisite: Consent of instructor.

Anth 327 Introduction to Social Research 3 hours

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills. Prerequisite: Consent of instructor.

Anth 328 Introduction to Social Data Analysis 3 hours

Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. Prerequisite: Soc 327 or equivalent and consent of instructor.

Anth 340 Mothers and Daughters 3 hours

A cross-cultural examination of women's primary kinship ties with emphasis on how relationships change throughout the human life-cycle. Topics will include control of reproduction, son preference, mother's power, nurturance vs. autonomy, role models, ambivalence and conflict, mature partnerships, and role reversals in old age.

Anth 350 Research Methods in Archeology 3 hours

A survey of techniques and methods used in archeology, including research design, survey, sampling strategies, excavation methods, laboratory analysis and interpretation. Practical aspects of data recording and reporting, including computer applications.

Anth 352 Laboratory Methods in Archeology 3 hours

Techniques and their applications in the analysis of materials recovered from archeological sites. Emphasis will vary according to ongoing research.

Anth 375 Women in Anthropology 3 hours

Examines women as subjects and practitioners of anthropology; cross-cultural survey of changing views of women in society; review of contributions by women anthropologists, obstacles in women's professional careers, and feminist critiques of anthropology.

Anth 399 Special Studies 1-3 hours Terms and hours to be arranged.

Anth 406 Special Individual Studies 1-6 hours

Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor.

Anth 407 Seminar 1-3 hours Terms and hours to be arranged.

Anth 408 Workshop 1-15 hours Terms and hours to be arranged.

Anth 409 Practicum 3-12 hours

Anth 440 Women and Development 3 hours

Historical and contemporary analysis of the role of women in the development of the world political economy. Includes consideration of women in the developed and underdeveloped nations/regions of the world. Women's domestic (household) labor and wage labor are analyzed as part of a larger political economy. Sexual inequality within the household and labor market is a central issue.

Anth 450 Field Methods in Archeology 12 hours

Basic archeological survey and excavation skills will be developed through participation in field research at an archeological site. Observation, description, data recording, mapping, and photographic techniques will be practiced or demonstrated. Prerequisite: Anth 215 or permission of instructor.

Anth 461 Urban Anthropology 3 hours

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions. Prerequisite: Anth 216 or consent of instructor.

Anth 462 Cultural Transformation 3 hours

The changing nature of families, age, economic activity, political development, education, technological adaptation and religious associations. The relationship and effect of such changes within the cultural and ecological environment.

Anth 463/563 Culture and Education 3 hours

Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational systems of different cultures and U.S. minority educational problems and solutions are examined.

Anth 471 Personality and Culture 3 hours

An examination of culture in the formation of personality and in the determination of the range of personality types within specific societies. Prerequisite: Anth 216 or consent of instructor.

Anth 472 Psychological Anthropology 3 hours

An examination of findings in anthropology and psychology related to the following areas: Psychoanalytical theory and practice; configurations of culture; national character studies; modal personality; pre-literature studies; and cognitive development.

Anth 473 The History and Philosophy of Anthropology 3 hours

A review of the various schools of thought, important personalities and principal concepts that have contributed to the development of anthropological theory.

Anth 475 Anthropological Approaches to Law 3 hours

A comparative survey of the ethnography of law focusing on the problems of order and conflict resolution in selected non-Western preindustrial societies. Parallels and contrasts are drawn with legal principles of modern Western systems.

Anth 476 Anthropology and Religious Behavior 3 hours

The application of anthropological theories and cross cultural analysis to the study of religious beliefs and magical practices. Topics will include myth symbolism, ritual, witchcraft, spirit possession, shamanism, healing, and millennial cults.

Course descriptions

Anth 480 History and Theory of Archeology 3 hours

The development of modern archeological science from beginnings in the 18th century through the emergence of contemporary theories of cultural evolution; current issues including ethics, feminist critiques, and post-processual paradigms.

Anth 490 Contemporary European Cultures 3 hours

Analysis of European cultural development from the end of the Roman Empire to modern times.

Anth 492 Middle American Cultures 3 hours

An examination of the variety of cultures which developed in Middle America with emphasis on historical origin and growth, use of the environment and dominant cultural features.

Anth 494 Northwest Indian Cultures 3 hours

A survey of indigenous peoples of Northwestern North America, including the Northwest Coast, the Columbia-Fraser Plateau and the Great Basin. Emphasis on adaptation to particular environments and interactions with other cultures in both pre- and post-contact periods.

Anth 496 The Indian in American Culture 3 hours

An anthropological perspective on the historical and social processes of contact and acculturation between indigenous peoples of North America and Old World immigrants in the historic period. Topics include colonial and U.S. Government policies, demographic trends, popular images and stereotyping, nativistic movements, education, tribal identity and sovereignty.

Criminal Justice

LOWER-DIVISION COURSES

CJ 199 Special Studies 3 hours

CJ 211 Introduction to Careers in Criminal Justice 3 hours

Review and survey of careers in law enforcement and corrections. Students will survey and study areas, visit facilities and meet persons in the criminal justice system.

CJ 212 History and Development of American Law Enforcement 3 hours

This course will survey the historical development, organization and operation of law enforcement agencies in America at all government levels. It will provide a broad historical and developmental background for advanced studies.

CJ 213 Survey Juvenile/Criminal Justice System 3 hours

A study of the sequence involved in the criminal justice process from arrest, courts, institutions and rehabilitation.

UPPER-DIVISION

CJ 331 Police and the Community 3 hours

The police role and the factors contributing to friction or cooperation between law enforcement personnel and the community; minority groups, cultural and economic problems, community organization and social responsibility. Prerequisite: upper-division standing.

CJ 351 Police Organization and Administration 3 hours

Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. Prerequisite: upper-division standing.

CJ 403 Field Study 1-9 hours Terms and hours to be arranged.

CJ 406 Special Individual Studies 1-3 hours Terms and hours to be arranged.

CJ 407 Seminar 1-3 hours Terms and hours to be arranged.

CJ 408 Workshop 1-15 hours Term and hours to be arranged.

CJ 409 Practicum 3-12 hours Terms and hours to be arranged.

CJ 423/523 Middle Management for Law Enforcement 3 hours

Managerial concepts, administrative principles and supervisory practices for the middle command officer. Police leadership, policy formulation and application of sound management practices. Prerequisite: Consent of instructor.

CJ 424/524 Law Enforcement Planning 3 hours

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. Prerequisite: Consent of instructor.

CJ 425/525 Personnel Management in Law Enforcement 3 hours

Issues in personnel problems and practices: collective bargaining, professionalism, motivation, training, productivity and accountability. Prerequisite: Consent of instructor.

CJ 450/550 Criminology 3 hours

A description and analysis of types of crimes, types of criminals and the major theories of crime causation. An examination of past and present incidence rates of crimes; the socio-economic, cultural and psychological variables related to criminal behavior; and a review of possible solutions to the crime problem.

CJ 451/551 Juvenile Delinquency: Prevention and Control 3 hours

Social dimensions of juvenile delinquency, its nature, demographic distribution and causes; a comparison and analysis of agencies, police, courts, individuals, groups and communities in their respective roles of treatment, control and prevention.

CJ 452/552 Legal Aspects of Law Enforcement 3 hours

The concepts of due process and application of the Bill of Rights in criminal law are examined in the light of U.S. Supreme Court decisions. State and federal procedural law is reviewed as well as relevant new legislation.

CJ 453/553 Penology 3 hours

The evolution of punishment; penological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community.

CJ 454/554 Parole and Probation 3 hours

History of parole and probation, adult and juvenile parole and probation (a comparison of systems), contemporary practices and theories, administration and research, treatment processes and tools.

CJ 455/555 Correctional Casework and Counseling 3 hours

History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment.

CJ 456 Contemporary Issues in Criminal Justice 3 hours

A study of contemporary issues in criminal justice. Prerequisite: Consent of instructor.

CJ 463/563 Juvenile Issues 3 hours

This course focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court.

Course descriptions

Economics

LOWER-DIVISION COURSES

Ec 199 Special Studies **Terms and hours to be arranged** **1-6 hours**

A means by which students may earn lower division credit for such learning activities as intern programs and writing research reports on small business firms and international conglomerates.

Ec 200 Introduction to Economic Perspectives 3 hours

A brief review of the development of economic thought, from the Mercantilists to the present followed by a discussion of current domestic and international issues, including government deficits and taxation, international trade and finance, functions of central banks (e.g. the Fed), and antitrust and regulation policies.

Ec 201 Principles of Economics (Micro-economics) 3 hours

Introduction to the micro-economic behavior of the economy. Includes market structures ranging from pure competition to pure monopoly, productivity, costs, profit, efficiency and regulation.

Ec 202 Principles of Economics (Macro-economics) 3 hours

Introduction to the macro-economic behavior of the economy. Includes national income accounting, business cycles, growth, recession, inflation, unemployment and monetary-fiscal policies.

Ec 203 Principles of Economics 3 hours

Third course in Principles of Economics with emphasis on international economics. Includes basis for international trade, balance of payments, international finance, exchange rates, trade policy and contemporary social issues.

Ec 210W Introduction to Economic Perspectives 4 hours

A brief review of the development of economic thought, from the Mercantilists to the present followed by a discussion of current domestic and international issues, including government deficits and taxation, international trade and finance, functions of central banks (e.g., the Fed), and antitrust and regulation policies. Includes intensive writing.

UPPER-DIVISION COURSES

Ec 315 Economic Analysis and Report Writing 3 hours

Basic methods of economic analysis; data sources, collection and presentation; report writing; projects to develop these skills.

Ec 318 Money and Banking 3 hours

Description and analysis of the operations of commercial banks, the Federal Reserve System, and the Treasury as they affect the monetary system of the United States. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 319 Public Finance 3 hours

Economic analysis of revenue collection and expenditure by federal, state and local governments. Deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees, and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 320 Public Sector Budgeting and Financial Control 3 hours

Students will review and analyze the budgeting process of offices, divisions, and government agencies. Financial control strategies, techniques, procedures, and regulations will be reviewed in terms of this integration into the financial control of public sector budgeting.

Ec 395 Managerial Economics 3 hours

Economic analysis and application of the concepts of demand, cost, revenue, profit and competition. Product lines, pricing techniques, price differentials and capital budgeting integrated into management decision-making. Prerequisite: six hours of lower-division credit in economics or consent of instructor.

Ec 399 Special Studies 1-3 hours **Terms and hours to be arranged.**

Ec 406 Special Individual Studies 1-9 hours **Terms and hours to be arranged.**

A specialized or individualized course of study within the Economics discipline developed in consultation with the instructor.

Ec 407 Seminar 1-3 hours **Terms and hours to be arranged.**

Ec 409 Practicum 3-12 hours

Practical application of economic theory and/or collection of data for theoretical interpretation.

Ec 417 Problems of Economic Development of Nations 3 hours

A study of development problems in such countries as Israel, the Latin Americas and the African nations. Prerequisite: six hours of lower-division economics or consent of instructor.



Course descriptions

Ec 430 Economics of Public Policy 3 hours

Discussion of public economic policy. Analysis of the formulation, implementation and expected and actual results of various policies. Examination of the role of economists in evaluating and advising on public policy.

Ec 432 Urban Economics 3 hours

Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 436 Environmental Economics and Public Policy 3 hours

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 440 Introduction to International Economics 3 hours

Economic analysis of international trade—basis, problems and effects—trade restrictions, balance of payments and its settlement—exchange rates, gold reserves, international economic organization and financial institutions. Prerequisite: six hours of lower-division economics, or consent of instructor.

Ec 444 Introduction to Human Resource Economics 3 hours

Economic analysis applied to the labor market as a factor of production. Wage determination, relationship between wages and prices, relationship between wages and employment is emphasized. Problems of manpower utilization. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 445 Industrial Relations 3 hours

Theories of the labor movement plus the history, aims, methods and policies of trade unions. The mechanics and functioning of collective bargaining will be explored. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 450 Contemporary Economic Systems 3 hours

A study of capitalism, communism and socialism in contemporary society. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 451 Contemporary Economic Systems 3 hours

A study of capitalism, socialism and communism as reflected in a group of contemporary societies, stressing theory of development. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 457 Microeconomic Theory and Policy 3 hours

Microeconomics: economic theory of the firm, the price system and resource allocation under various market structures. Prerequisite: Ec 201, 202, and junior standing.

Ec 458 Macroeconomic Theory and Policy 3 hours

Macroeconomics: measurement, analysis and policy related to the aggregate economic activity, with emphasis on employment, stable prices and economic growth. Prerequisite: Ec 201, Ec 202, and junior standing.

Ec 470,471 History of Economic Thought 3 hours each term

Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy. Major contributions to economic thought in the 20th century are examined in greater detail.

Ec 480 Introduction to Mathematical Economics 3 hours

A review of relevant mathematical tools currently utilized in the economics profession, and the application of these tools to economic issues utilizing problem-solving procedures. Prerequisites: 9 hours of lower-division economics, 4 hours of lower-division mathematics, or consent of instructor.

Ec 487 Technology and American Economic History 3 hours

An investigation of American economic history with emphasis on analyzing the interaction between technology, research and development, economic structure and institutions. Prerequisite: 9 hours of lower-division economics or consent of instructor.

Ec 488 Introduction to Consumer Economics 3 hours

An analysis of economic efficiency and growth as they relate to micro and macro consumption behavior and consumerism: protection, information and education. Prerequisite: six hours of lower-division economics or consent of instructor.

Fire Services Administration

UPPER-DIVISION COURSES

FSA 311 Principles of Fire Protection Management 3 hours

An investigation of management and supervisory responsibilities, including motivation, discipline, human relations, training, communications, followership, planning, leadership, management-employee relations. A pre- or post-session project will be assigned as part of this course. Prerequisites: course work and experience for Fire Fighter II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 313 Fire Personnel Management 3 hours

Develops a perspective on specific personnel functions, including planning personnel needs and human resource development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. A pre- or post-session project will be assigned as part of this course. Prerequisites: course work and experience for Fire Fighter II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 315 Organization for Fire Protection 3 hours

Develops an understanding of fire department organization, including fire defenses and insurance ratings, organization of fire suppression and prevention, the fire department and the municipality, intermunicipality for fire services. A pre- or post-session project will be assigned as part of this course. Prerequisites: course work and experience for Fire Fighter II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 317 Fiscal Management in Fire Protection 3 hours

The budget process; taxation and assessments; operations planning; financial aid and grant programs; allotment of resources; analysis of expenditures and productivity; management information systems. A pre- or post-session project will be assigned as part of this course. A pre- or post-session project will be assigned as part of this course. Prerequisites: completion of FSA 311, 313, 315.

Course descriptions

FSA 319 Legal Aspects of Fire Protection 3 hours

Federal and state laws, codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. A pre- or post-session project will be assigned as part of this course. Prerequisites: completion of FSA 311, 313, 315.

FSA 321 Fire Protection Master Planning 3 hours

Major emergency planning; defining problems and problem areas; involving other municipalities or district agencies; the planning process; implementation of plan objectives; review of programs. A pre- or post-session project will be assigned as part of this course. Prerequisites: completion of FSA 311, 313, 315.

FSA 323 Fire Administration 5 hours

Organization and management of fire services, including new technologies and changing organizational structures. Blending personnel and equipment; municipal fire protection planning; fire department functions; manpower and training; statistics and reporting systems; managing finances and other resources; communications, dispatching, and facilities management; labor relations and personnel policies; productivity and systems; codes and legislation; coordinating with the community and with local, state, and Federal governments; community relations and public information.

FSA 324 Analytic Approaches to Public Fire Protection 5 hours

The systems approach to public fire protection services, including fire suppression and prevention systems. Information gathering, analysis, presentation, and interpretation; simulation; resource allocation; planning; evaluation; writing objectives. Illustrative case studies and models.

FSA 325 Personnel Management for the Fire Service 5 hours

Examines personnel practices and management procedures. Investigates collective bargaining, binding arbitration, applicable legislative procedures, and administrative and supervisory procedures. Other topics include promotion, personnel development, career and incentive systems, and the validation of physical and mental requirements.

FSA 326 Fire Prevention Organization and Management 5 hours

Examination and evaluation of the techniques, procedures, programs and agencies involved with fire prevention. Consideration of related governmental inspection/education procedures. Interaction within the fire service department between protection, inspection, education and prevention procedures. Licenses and permits, zoning, legal aspects, inspections and investigations.

FSA 327 Fire Related Human Behavior 5 hours

Dynamics of human behavior in fire incidents related to fire prevention practices, programs, codes and ordinances. Understanding of the concepts of role, personal invulnerability, risk and group dynamics, as related to design aspects of buildings and the mitigation of the effects of fire in the modern society. The psychological effects of communications during emergencies and the conduct of post-fire interviews.

FSA 328 Disaster and Fire Defense Planning 5 hours

Concept and principles of community risk assessment. Regional and cooperative procedures and plans. Relationship of structural, climatic, and topographical variables to group fires, conflagrations, and natural disasters. Pre- and post-occurrence factors, communications, planning, organizing, coordination, command, and logistics.

FSA 329 Political and Legal Foundations of Fire Protection 5 hours

The legal basis for the police power of government related to public safety. Legal limitations and responsibility. Liability of fire prevention organizations and personnel. Review of judicial decisions. Implications of product liability cases in fire prevention.

FSA 330 Fire Protection Structure and Systems Design 5 hours

The design principles involved in protecting a structure from fire spread. Empirical tests and prediction procedures. Detection and suppression system design. Fundamentals of the hydraulic design of sprinkler and water spray systems with recent innovations.

FSA 331 The Community and the Fire Threat 5 hours

The sociological, economic, and political characteristics of communities and their impact on the fire problem. Review of the urban studies related to housing, structural abandonment, rent control, crime, false alarm, and incendiary fire rates and the fire problem. The role of the fire department and fire prevention programs. Community and fire service role conflicts.

FSA 332 Incendiary Fire Analysis and Investigation 5 hours

Procedures and techniques for collection, comparison, and analysis of the physical evidence relative to the area of fire origin. Principles of evidence, of ignition phenomenon and propagation variables. Legislative, economic, psychological and sociological variables of the incendiary fire. The role of insurance and government programs. Data analysis and prediction techniques, including pattern analysis.

FSA 333 Applications of Fire Research 5 hours

The understanding of fire research and its application. The transfer and implications of available research results for fire prevention and protection programs. National and international studies.

FSA 334 Fire Dynamics 5 hours

Study of fire propagation phenomenon in both fuel and air regulated phases. Variables in pre- and post-flashover fire development. Study of geometric, material, gaseous, fluid flow, and thermodynamic parameters. Compartment and building fire models.

FSA 335 Emergency Medical Services Administration 3 hours

An overview of the management of emergency medical services, including organization, budget determination, purchasing and communication. Emphasis on directing and delegation of decision-making including managing stress. Prerequisite: EMT-1 or equivalent.

FSA 336 Managerial Issues of Hazardous Materials 5 hours

Examines federal and state regulations concerning hazardous materials. Topics include: Health and safety, the hazardous materials management system, the incident command system, politics of incident management, site management and control, hazard and risk evaluation, personal protective clothing and equipment and information management and resource coordination.

FSA 403 Field Study 1-3 hours

FSA 407 Seminar 2 hours

FSA 419 Advanced Legal Aspects of Fire Protection 3 hours

This course will involve the analysis of recent court decisions affecting fire service agencies; legal responsibilities and liability; civil liberties; general constitutional issues affecting public agencies; the criminal justice system; courtroom demeanor; cross examination techniques.

Course descriptions

Geography

LOWER-DIVISION COURSES

Geog 105, 106, 107 Introductory Geography 3 hours each term

- 105 – Introductory Physical Geography.
- 106 – Introductory Economic Geography.
- 107 – Introductory Cultural Geography.

Geog 199 Special Studies 1-6 hours **Terms and hours to be arranged.**

A means by which students may earn lower division credit for research, writing, mapping, discussion, career-related and/or participatory skills.

Geog 206 Area Studies 3 hours

An analysis of the physical and cultural patterns of a geographic area. The specific area selected varies with the instructor and demands of students, but major emphasis is on the fundamental processes and patterns unique to the area and its relationships to the larger region in which it is located. Major topics include the evolution of settlement forms, transport systems, economic and social patterns, and ways of managing the land. A maximum of two terms (6 hours) may be included in each student's degree program.

Geog 222 The World in Maps 3 hours

Understanding of human activities on the face of the earth through analysis, synthesis and evaluation of maps, air photos and other remote sensing imagery.

Geog 240 Map and Air Photo Interpretation 3 hours

This course explores the use of topographic maps and aerial photographs to measure and interpret geographic patterns of the natural and social environment. Emphasis is on location, landscape patterns and process identification. Prerequisite: Geog 105.

UPPER-DIVISION AND GRADUATE COURSES

Geog 310 World Regional 3 hours

An examination of the principal physical, cultural and economic characteristics of the major geographical regions of the world. Prerequisite: Geog 105.

Geog 312 Oregon 3 hours

Observing and understanding landscapes of Oregon. Topics will vary from time to time, and will include rural and urban architecture, transportation patterns, place-names, analysis of central places, religious and political patterns, and alternative future landscapes.

Geog 313 The Pacific Northwest 3 hours

Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of human use of the Pacific Northwest with special emphasis on Oregon.

Geog 314 The Pacific Basin 3 hours

The lands and peoples of the Pacific realm and their political, cultural and economic well-being. Emphasis on Melanesia, Micronesia and Polynesia.

Geog 318 Geography of Religion 3 hours

The origin and diffusion of religion; the role of religion in defining cultural regions; problems of societies characterized by religious pluralism.

Geog 321 Field Geography 3 hours

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports. Prerequisite: Geog 105, 240 or consent of instructor.

Geog 340 Cartography 4 hours

This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception. Prerequisite: Geog 240

Geog 380 Environmental Conservation 3 hours

This course provides an introduction to environmental conservation, the reasoned use of the natural environment so that its utilization does not impair the environment's capacity for renewal and continued evolution. The course focuses on contemporary global and regional issues such as greenhouse warming and deforestation.

Geog 385 Quantitative Methods in Geography 4 hours

An introduction to basic quantitative techniques in geography. Topics include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance, and non-parametric statistics.

Geog 390 Introductory Meteorology 3 hours

Observation, measurement and analysis of weather elements and phenomena; interrelationships of weather elements; stratification, general and local storms; weather and flying; causes of weather changes. Prerequisite: Geog 105.

Geog 391 Biogeography 3 hours

This course combines both historical and ecological perspectives in analyzing plant and animal distributions. Topics include:

speciation, extinction, dispersal, biodiversity, and human impacts or biotic distributions. Prerequisite: Consent of instructor.

Geog 392 Physical Geography 3 hours

Principal earth surface elements of physical geography including landforms, soils, water and biotic resources in their genetic, distributional and functional interrelationships. Prerequisite: Geog 105 or consent of instructor.

Geog 393 Soils Geography 4 hours

Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification, and use as stratigraphic units are examined in detail. The course includes a 2 hour lab that meets once a week. Prerequisite: Consent of instructor.

Geog 394 Landform Processes 3 hours

This is a process oriented course that seeks the answers to the questions "why" and "how" landforms and landscapes develop. Landscape changes due to human activity and the impingement of society by physical processes such as landslides and floods are also considered. Prerequisite: Geog 105.

Geog 399 Special Studies 1-3 hours **Terms and hours to be arranged.**

Geog 406/506 Special Individual Studies 1-6 hours **Terms and hours to be arranged.**

A specialized or individualized course of study within geography developed in consultation with the instructor.

Geog 407/507 Seminar 1-3 hours **Terms and hours to be arranged.**

Intended for non-teaching majors. Maximum of 3 hours.

Geog 409/509 Practicum 3-12 hours **Terms and hours to be arranged.**

Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

Geog 410 Global Issues 3 hours

A study of selected, current international issues/problems and the geographical context in which they occur. Prerequisite: Geog 105, 106 and 107.

Geog 411/511 Cultural Geography: Landscape and Diffusion 3 hours

Analysis of geographic theory and geographic information related to understanding the basic characteristics of culture, landscape, diffusion, and region.

Course descriptions

Geog 412/512 Cultural Geography: Selected Topics 3 hours

Analysis of traditional and contemporary research topics in cultural geography.

Geog 413/513 Urban Geography 3 hours

Urban settlements in terms of patterns, forms and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

Geog 414/514 Geographic Backgrounds of American History 3 hours

Diffusion of culture traits across the United States from the 17th century to the present. Emphasis on settlement, transportation, religion, agriculture, communication systems and the differentiation of regional cultures.

Geog 416/516 Location Analysis and Marketing 3 hours

An examination of theories, models, and case studies leading to the solution of problems involving site selection, location analysis, and marketing.

Geog 417 Global Economic Geography 3 hours

Contemporary problems and issues of a geographic nature which involve large segments of the global economy and population.

Geog 418/518 International Trade and Transportation 3 hours

Analysis of the origins, routes, destinations of the flows of major commodities, goods, services, and people across national boundaries. Global perspective will include theories and case studies of contemporary and evolutionary patterns.

Geog 425 Environmental Planning and Policy 3 hours

Analysis of the processes related to planning, regulating, and policy in an environmental context. Local, regional, and state processes will be emphasized.

Geog 426 Geography of Europe 3 hours

Individual European societies' landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development and European nationalism.

Geog 429 Geography of Anglo-America 3 hours

Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

Geog 432 Geography of Africa 3 hours

The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

Geog 433 Political Geography 3 hours

The nations of the world and their interrelations analyzed geographically, emphasizing both physical and cultural factors of the environment to assist in the interpreting of world affairs.

Geog 440 Geographic Information Systems (GIS) 4 hours

The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in Geography. Class meets twice a week for 2 hours for lab and lecture. Prerequisites: Geog 240 and Geog 340 or consent of instructor.

Geog 450 East Asia 3 hours

Physical and cultural geography of China, Japan, the Koreas, and Taiwan. Emphasis on cultural landscapes and the lifeways and traditions that continue to fashion them.

Geog 451 South Asia 3 hours

Physical and cultural geography of Asia's southern rim. Special emphasis on culture origins, regional development, international relations and the resulting landscapes. Focus on India, Burma, Thailand, Malaysia, Cambodia, Laos, Vietnam, and Indonesia.

Geog 461 South America 3 hours

Regional patterns of environment, technology, culture and development are examined within the context of geographical diversity and unity. Topics include both historical and contemporary issues.

Geog 463 Geography of Middle America 3 hours

Physical and cultural processes that have shaped the landscapes of Middle America.

Geog 490 Climatology 3 hours

The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. Prerequisite: Geog 390.

Geog 492 Regional Physiography of North America 3 hours

The interrelationship of soil, vegetation, landforms and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. Prerequisite: Geog 392 or G 322.

Geog 495 History and Philosophy of Geography 3 hours

The nature of geographic thought is examined from a historical perspective. The goal of the course is to seek out the origins of contemporary geographic theory and research and to provide insights as to the discipline's future.

History

LOWER-DIVISION COURSES

Hst 101, 102, 103 History of Western Civilizations 3 hours each term

A history of western civilization from ancient times to the present. Courses cover intellectual currents, political institutions, social organization, and cultural expression.

Hst 104, 105, 106 World History 3 hours each term

A thematic as well as chronological approach to world history. Course content is derived from a study of several of the formative civilizations of the past and present.

Hst 201, 202, 203 History of the United States 3 hours each term

The American nation: 201 – from colonial settlement to the 1840s with emphasis on Constitutional roots and the emerging new society of the 19th century; 202 – from westward expansion to the Progressive reform. Major themes are the slave system, Civil War, "winning of the west," protest politics and imperialism; 203 – the 20th century. Emphasis on foreign policy between Spanish-American War and World War I, the 1920s, the Great Depression, World War II, and the political, social and cultural developments of recent decades.

UPPER-DIVISION AND GRADUATE COURSES

Hst 301 History Research and Writing 3 hours

Introduce historical sources, literature, and critical tools needed for research. Discuss the style and interpretations of schools of historical scholarship.

Hst 304, 305, 306 English History 3 hours each term

From ancient Albion to modern Britain, this three-part course charts the evolution of English civilization from the dim beginning of British culture through its maturity into Anglo-Norman England culminating in Great Britain as the empire-builder in the nineteenth century and a struggling European nation in the post-Cold War and post-industrial world. This course places especial emphasis on personalities as well as on constitutional and institutional themes.

Course descriptions

Hst 307 History of American Protest Movements 3 hours

Protest in American history from Bacon's Rebellion to modern times.

Hst 309, 310, 311 Multicultural America in Historical Perspective 3 hours each term

An emphasis on ethnicity, race, and multicultural issues in the United States from the period of colonization to the present. History 309 presents these issues from before 1492 to the early 19th century. History 310 deals with the 19th century to the end of World War I. History 311 considers the period from 1920 to the present.

Hst 315 Ancient Near East and Greece 3 hours

A study of the origins of civilization in the Near East and the development of classical Greek culture and society.

Hst 316 Hellenistic and Roman Civilization 3 hours

A study of culture, political thought, and religion of the Hellenistic and Roman empires.

Hst 333, 334 The History of Education in America 3 hours each

The assumptions, methods and systems by which this nation has transmitted attitudes, values, and skills from one generation to the next. Hst 333 from colonial times to 1900. Hst 334 from 1900 to present.

Hst 350 Pre-Columbian and Colonial Latin America 3 hours

A survey of Latin American Indian cultures and civilizations, their discovery and conquest by the Spanish and Portuguese, and the development of Iberian empires in America. Examination of the colonial systems and their cultures.

Hst 351 Mexico and the Caribbean Since Independence 3 hours

A study of nation-building, conservative/liberal rivalries, and foreign intervention. Particular stress in the 20th century on social revolutions and modernization.

Hst 352 South America Since Independence 3 hours

A study of national revolutions, political and economic problems of the new republics, and cultural trends. In the 20th century the themes of militarism, industrialization and social revolution are emphasized.

Hst 354 American Military History 3 hours

An overview of the American military experience from colonial times to the present. The course also examines the diplomacy and domestic politics that affected strategy.

Hst 391, 392, 393 History of the Far East 3 hours each term

The history, civilization, and institutions of the Far East with emphasis on Japan and China from pre-history to the present.

Hst 399 Special Studies 1-3 hours

Provides a means by which students may earn upper-division credit for research, writing, reporting, discussion, and career-related and/or participatory skills.

Hst 405 Reading and Conference 3 hours

Hst 407 Seminar 3 hours

Special seminar topic offerings in the History discipline.

Hst 409 Practicum 1-5 hours

Students will be placed with private and/or governmental agencies where they will work in their capacity as an historian and become familiar with the requirements and the possibilities of applying their skills in the public sector.

Hst 410 Gender Issues in Premodern History 3 hours

A historical examination of the experiences of diverse groups of women before the mid-nineteenth century, with emphasis on cultural ideas about gender and women's roles, women's relationships with families, communities, and the state as well as with one another, and the way in which race, class, and ethnicity intersect with gender to shape women's lives.

Hst 411 Gender Issues in Modern History 3 hours

A continuing examination of the history of women and gender relations in the 19th and 20th centuries, with emphasis on cultural ideas about gender and women's roles, women's relationships with families, communities and the state as well as with one another, and the way in which race, class, and ethnicity intersect with gender to shape women's lives.

Hst 419 Introduction to Public History 3 hours

This course will begin with a review of the special skills of the historians craft. Then students will be introduced to the sectors of public history such as business related opportunities, government service, archival and museum work, and historical editing.

Hst 420/520 Philosophies of History 3 hours

The evolution of the discipline of history as portrayed through the writings of the major historians. Prerequisite: Consent of instructor.

Hst 421 The Early Middle Ages 3 hours

A study of the origins and early development of medieval European culture and institutions, 450-1050 A.D., focusing particularly on the Greco-Roman cultural heritage, the role of the Christian Church, and the contributions of the Germanic tribes.

Hst 422 The High and Late Middle Ages 3 hours

A study of Europe, 1050-1450 A.D., focusing on the economic, political, social, religious and intellectual revival of the 11th and 12th centuries, the high point of medieval culture in the 13th century, and the decline of medieval institutions in the 14th and 15th centuries.

Hst 424 Renaissance and Reformation 3 hours

The culture of the *Quattrocento* and *Cinquecento*, that is, the civilization of the Renaissance of Italy and Europe north of the Alps; the religious revolution and renewal of Christian Europe--the Protestant and Catholic Reformations of the sixteenth century.

Hst 425 Early Modern Europe 3 hours

Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

Hst 436 Mexico Since Independence 3 hours

An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution, and modernization.

Hst 437 Modern German History 3 hours

A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved following the aborted revolution of 1848 up to the outbreak of World War I.

Hst 438 Modern German History 3 hours

A survey of the nature and evolution of German society, culture and politics with an emphasis on World War I, the Revolution of 1918/9, the Weimar Republic, and the Nazi state. At the heart of this course lies the question of the rise of Hitler to power and the reasons for the string of successes experienced by the Nazi regime prior to its eventual downfall.

Course descriptions

Hst 439 Modern German History **3 hours**

Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 1950s and the impact of new social movements of the 1960s, 1970s, and 1980s in the West are some key developments that will receive prominent attention. The revolution of 1989 and the conflicts engendered by reunification will serve as the conclusion to this course.

Hst 442 Modern France: The Revolution and Napoleon **3 hours**

The structure of the *Ancien Regime*, its demolition by the Revolution, its transformation by Napoleon and its dilemmas in the era of Restoration.

Hst 443/543 Europe in Ascendancy **3 hours**

Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

Hst 444/544, 445/545 20th-Century Europe **3 hours each term**

The impact of World War I, the inter-war adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe, including the disintegration of the Soviet Union and Yugoslavia.

Hst 446 The Near East in the 20th Century **3 hours**

The contemporary Near East; its societies, its economic and political patterns, and its role in world affairs. Special attention is given to the Turkish revolution, the Mandate experience and the background of Israeli-Arab tensions.

Hst 447/547 History of Russia/Eastern Europe **3 hours**

The History of Russia and Eastern Europe from the time of the Black Death to the eve of the Enlightenment in the Mid-18th Century. This course is designed to convey an understanding of the reasons for the relative underdevelopment of this geographic area compared to Western Europe, setting the stage for later peculiarities in the political, social and cultural history of Eastern Europe and Russia.

Hst 448/548 History of Russia/Eastern Europe **3 hours**

The History of Russia and Eastern Europe from the Age of Enlightenment to the First World War. Focal points of this course will be various attempts to 'modernize' those societies; the development of nationalism; the development of labor movements; and the survival of absolutist monarchies into the 20th century.

Hst 449/549 History of Russia/Eastern Europe **3 hours**

The History of Russia and Eastern Europe from the Russian Revolutions of 1917 to the Present. Emphasis will be placed on understanding the origins and the nature of Bolshevism, Stalinsim, and Soviet society; the rise of right-wing authoritarian regimes in Eastern Europe between the First and Second World Wars; the mechanisms of inclusion of Eastern Europe into the Soviet sphere of influence after 1945; the reasons for the ultimate disintegration of Eastern bloc societies and economies; and the nature of the revolutions of 1989.

Hst 450 Modern France: The Nineteenth Century **3 hours**

The political, economic and social development of France in the 19th century, her changing governments and her attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in her 1789 revolution; her changing international position.

Hst 451 Modern France: The Twentieth Century **3 hours**

France in two world wars with an inter-war depression and the rise of Nazi Germany; her developments and readjustments since 1945.

Hst 452/552 History of Spain **3 hours**

Starting with a description of Islamic civilization in medieval Iberia, this course will trace the evolution of the multicultural and multinational state we now call Spain up to the year 1812. The gradual reconquest of Arab Spain by Christian armies, the emergence of a global empire, the cultural achievements of early modern Spain, and the impact of Enlightenment ideology will be some of the crucial issues structuring this course.

Hst 453/553 History of Spain **3 hours**

Starting with the French occupation of Spain (1808-1813), this course will first analyze the turbulent interrelationship between liberalism and conservatism characterizing much of the 19th century in Spain. The loss of most imperial possessions also cast its shadow over 19th century Spain and will be fully addressed. The development of nationalisms, socialism and anarchism, the origin and nature of the Spanish Civil War, the Franco dictatorship, and the surprisingly smooth transition to democracy in the 1970s will be some of the issues addressed in later stages of this course.

Hst 457 The Jacksonian Era **3 hours**

The United States, 1815-1850. Westward expansion and the roots of intersectional conflicts; growth of a native American culture; party struggles of the age of Jackson.

Hst 458 Civil War and Reconstruction **3 hours**

The critical decade before the Civil War; the war to preserve the Union; efforts to reconstruct southern society after the war, and the resulting turmoil. Emphasis on changing interpretations of Civil War history.

Hst 459 Business America, 1877-1900 **3 hours**

An examination of the urban-industrial development in the years following Reconstruction to the turn of the century. The course will also deal with the intellectual, social and cultural change as well as American foreign policy.

Hst 463 History of Canada to Confederation (1867) **3 hours**

Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and regional levels, and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada. Explores issues of racial and cultural interaction among various immigrant groups and First Nations peoples in Canada in the context of imperial struggles for power and conflict with the nationalist interests of the United States.

Course descriptions

Hst 464 History of Canada Since Confederation 3 hours

Examines the history of modern Canada from confederation (1867) through the present with attention to nationalist trends at the provincial and regional levels and federal efforts to secure a sense of Canadian nationalism, in the context of counter-national movements and interpretive themes of particular relevance in the study of comparative North American cultures, including First Nations movement and immigration trends of the late 19th and 20th centuries.

Hst 470 Environmental History 3 hours

Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth, and systems of trade and commerce from ancient times to the present with particular attention to North America and global trends of the 19th and 20th centuries.

Hst 476/576 History of the West to 1900 3 hours

Examines the origins, traditions, and cultural interaction within the North American, trans-Mississippi West of peoples living in the region from the pre-contact era through the late 19th century with particular attention to comparative colonial cultures in the region, and the integration of the region into the industrial, political, and social framework of the United States as an emerging imperial power. Explores issues of natural resource identification and allocation in relation to nationalist expansion and cultural conflict.

Hst 477/577 History of the Twentieth Century West 3 hours

Examines the transformation of the trans-Mississippi West in the 20th century with particular attention to the market networks, community traditions, and historical myths that have shaped the ways in which the diverse peoples of the West have viewed themselves in relation to their surroundings, with particular attention to economic growth, and industrialization in the contest of federal power and regional resistance.

Hst 478/578 History of the Pacific Northwest 3 hours

Historical, cultural, economic, and political developments of the Pacific Northwest from the pre-white period to the present.

Hst 479 Urban American History 3 hours

The growth and development of the city and its impact on American life and culture.

Hst 480/580 The United States in the 20th Century 3 hours

From the Progressive Era through the onset of the Great Depression. The reform tradition and its successes and failures as it dealt with the rise of an industrial and urban society.

Hst 481/581 The United States in the 20th Century 3 hours

The New Deal and its attempt to redirect politics and economics during the depression decade. World War II and the postwar adjustments. Emergence of the U.S. as an international power.

Hst 482 The United States in the 20th Century 3 hours

From the election of Kennedy to the present. Reform and reaction. The "American Decade" and the signs of retreat.

Hst 483 Colonial America 3 hours

Colonial background of American history from the Age of Discovery to the Revolution. Emphasis on broad, unifying themes of the colonial period.

Hst 484 The New Nation 3 hours

History of the United States from 1775 to the Jacksonian Era. The process of nation-building and the counterforces of sectionalism. Concentration will be on the Revolution and the Constitution as each relates to the efforts to establish a national identity.

Hst 490/590 20th-Century Latin America 3 hours

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

Hst 491/591 History of Inter-American Relations 3 hours

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

Hst 492/592 World Problems 3 hours

Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.



The opening of the cornerstone in 1971.



Course descriptions

Hst 499 Senior Seminar 3 hours

Research and writing of a seminar paper showing the variety of sources, knowledge of the literature, and the development of historical style.

Political Science

LOWER-DIVISION COURSES

PS 199 Special Studies 1-6 hours Terms and hours to be arranged.

Special studies designed to develop research, writing, career-related or participatory skills at a basic level in a variety of Political Science/Public Policy and Administration areas, such as Model United Nations, Great Decisions in U.S. Foreign Policy, government or campaign experiences. Prerequisite: consent of instructor.

PS 201 American National Government 3 hours

An introduction to the study of political institutions, public policy and public opinion in the United States.

PS 202 State and Local Government 3 hours

A survey of government operations, political processes, contemporary issues, problems and recent reforms relating to the state and local levels, with emphasis on Oregon.

PS 203 International Relations 3 hours

An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.

UPPER-DIVISION AND GRADUATE COURSES

PS 303 Politics and Governments of Europe 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration. Prerequisite: consent of instructor.

PS 325 Democracy: Theory and Practice 3 hours

This course integrates political philosophy and modern social science research to examine the nature and relationship between democratic ideals and practices.

PS 350 Introduction to Public Policy 3 hours

An investigation of the political processes and substantive content of American public policy, patterns of problem identification, policy creation, approval, implementation and evaluation. Consideration of selected contemporary national, state and local policies. Prerequisite: PS 201 or consent of instructor.

PS 351 Introduction to Public Administration 3 hours

An investigation of the role of public administration in the political process; administrative organization; basic problems of management; personnel and financial administration. An analysis of the continuing role of bureaucracy in the solution of public problems. Prerequisite: PS 201 or consent of instructor.

PS 399 Special Studies 1-3 hours

Special studies designed to develop research, writing, career-related or participatory skills at an advanced level in a variety of Political Science/Public Policy and Administration areas. Prerequisite: PS 199 or consent of instructor.

PS 406 Special Individual Studies 1-6 hours Terms and hours to be arranged.

A specialized or individualized course of study within Political Science/Public Policy and Administration developed in consultation with the instructor. Prerequisite: consent of instructor.

PS 407 Seminar 1-3 hours Terms and hours to be arranged.

Special seminar topic offerings in the Political Science/Public Policy and Administration discipline. Prerequisite: consent of instructor.

PS 409 Practicum: Administrative Internship 3-12 hours Terms and hours to be arranged.

This course provides opportunities for practical experience in the administrative processes of federal, state and local government agencies and public or nonprofit organizations. Prerequisite: PS 201, PS 202, or consent of instructor, and at least a 3.0 GPA.

PS 410 Political Science Internship 3-12 hours

This course provides opportunities for practical experience with the Oregon State Legislature, city councils, legal offices, political campaign or interest group activities. Prerequisites: PS 201, PS 202, or consent of the instructor, at least a 3.0 GPA

PS 414 Political Parties, Pressure Groups and Elections 3 hours

An analysis of the nature, organization and operation of political parties, pressure groups and elections with special attention to their functions in the American political process. A consideration of current problems and reforms in the area. Prerequisite: PS 201 or consent of instructor.

PS 415 Politics and Psychology 3 hours

An analysis of the motivations for various forms of political behavior (apathy, voting, revolution) and the creation of political belief systems with emphasis on psychological theories and the socialization process. Consideration of the impact of various beliefs and behaviors on political systems. Prerequisite: PS 201 or consent of instructor.

PS 416 Politics and Communication 3 hours

An examination of the relationship between politics and communication and how it affects American society. Emphasis is on the politics of communication, the ways in which institutions of mass media, particularly television, help create, advance and reinforce public opinion and political agendas. Prerequisite: PS 201 or consent of instructor.

PS 419 American Presidential Elections 3 hours

Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present. Considers impact of political parties, groups, issues, candidates, and process. Prerequisite: PS 201 or consent of instructor.

PS 423 Issues in National Policy 3 hours

A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues. Prerequisite: PS 201 or consent of instructor.

PS 424 Policy-making in the States 3 hours

An examination and analysis of selected key issues and characteristics of contemporary state government. Prerequisite: PS 202 or consent of instructor.

PS 426 Federalism and Intergovernmental Relations 3 hours

An investigation of the constitutional, political, financial and administrative relationships among national, state and local governments within the American Federal system. Prerequisite: PS 201, PS 202 or consent of instructor.

PS 435 Women and Politics 3 hours

A survey and analysis of the socio-economic and political status of women, the structures and concerns of the feminist movement, public policy issues relevant to the status of women and roles women play in the political arena. Prerequisite: PS 201, PS 202, or consent of instructor.

Course descriptions

PS 445 Policy Analysis and Implementation 3 hours

A study of the process and problems of policy analysis with a focus on the limitations and proper use of analysis techniques. Prerequisite: PS 201, PS 202 or consent of instructor.

PS 446 Land Resource Politics and Policy 3 hours

A broad examination of the development and present nature of land use policies, particularly the management of national lands. Prerequisite: PS 201, PS 202 or consent of instructor.

PS 447 Environmental Politics and Policy 3 hours

An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations. Prerequisite: PS 201, or consent of instructor.

PS 460 Governments and Politics of Asia 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. Prerequisite: PS 203, PS 303 or consent of instructor.

PS 461 Politics and Governments of Communist Nations 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected communist nations. Prerequisite: PS 203, PS 303 or consent of instructor.

PS 463 Governments and Politics of Developing Nations 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. Prerequisite: PS 203, PS 303 or consent of instructor.

PS 466 Governmental Budgeting 3 hours

A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments. Prerequisite: PS 350, PS 351 or consent of instructor.

PS 469 Congress and the Presidency 3 hours

An investigation of the structures, powers, operations, politics and problems of the American Congress and the Presidency with emphasis on the functioning of Separation of Powers. Prerequisite: PS 201 or consent of instructor.

PS 478 Political Fiction 3 hours

A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) in various cultures and time periods through the medium of the political novel. Prerequisite: consent of instructor.

PS 479 Constitutional Law 3 hours

An examination of the impact of the Supreme Court upon the rights and freedoms of the individual in the United States with emphasis on the case study approach. Prerequisite: PS 201 or consent of instructor.

PS 480 Administrative Law 3 hours

An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention. Prerequisite: PS 350, PS 351 or consent of instructor.

PS 484 American Jurisprudence 3 hours

This course is intended to improve understanding of how the law works and of legal reasoning through reading and discussion of cases and essays. It covers both concrete legal principles and more abstract reflection on the sources and functions of the law. Prerequisite: PS 201 or consent of instructor.

PS 485 Legal Research and Writing 3 hours

This course is designed for those considering a career in the law. It consists of training in the use of legal research sources, briefing cases, writing legal briefs and arguing cases in topical areas in both civil and criminal law. Prerequisite: PS 201 or consent of instructor.

PS 490 Community Politics 3 hours

An analysis of political processes, institutions, problems and issues at the local level with emphasis on metropolitan areas, city management and federal/state/urban relations. Prerequisite: PS 202 or consent of instructor.

PS 492 Ideologies of the Twentieth Century 3 hours

Capitalism, liberalism, conservatism, communism, socialism and fascism considered as world views and politico-economic systems in various cultures, with emphasis on comparative values and methods. Prerequisite: PS 203, PS 303 or consent of instructor.

PS 493 International Organizations 3 hours

An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them. Consideration and assessment of various

cultural views of such problems and of the successes/failures of the United Nations, European Community and collective security arrangements. Prerequisite: PS 203, PS 303 or consent of instructor.

PS 497 American Foreign Relations 3 hours

A consideration of the origin, character and consequences of American foreign policy with an emphasis on policy-making and issues since 1945. Prerequisite: PS 201, PS 203 or consent of instructor.

Psychology

LOWER-DIVISION COURSES

Psy 199 Special Studies 1-3 hours

Terms and hours to be arranged.

Psy 201, 202 General Psychology 3 hours each term

A study of the science of human behavior and experience. Areas covered include: biological bases of behavior, learning, memory, motivation, perception, development, personality, abnormal behavior, psychotherapy and social psychology.

Psy 217 Introduction to Research Methods 3 hours

An exploration of psychological research including topics of design, methodology, statistical analysis and report writing. Student will design and conduct research and prepare a formal paper on this original research. Prerequisite: Psy 201, 202 or equivalent.

Psy 225 Introduction to Child Development 3 hours

Introduction to processes of human development during the first two decades of life. A topical discussion of issues particularly relevant to classroom applications.

UPPER-DIVISION AND GRADUATE COURSES

Psy 311 Developmental Psychology 3 hours

The psychological study of human development from conception to death. Stages and issues of developmental throughout the lifespan are identified and examined. Developmental theories, research and methods are studied and applied to the various stages and issues. Prerequisite: Psy 201, 202 or equivalent.

Psy 328 Mental Health 3 hours

A survey of theories of adequate and optimal psychological functioning. A study of processes which may lead to the development of adaptive functioning and its maintenance and how these processes may be brought into play in the individual's environment or community. Prerequisite: Psy 201, 202 or equivalent.

Course descriptions

Psy 334 Social Psychology 3 hours

The psychological study of how people think about, influence and relate to one another. Theoretical and research bases will be utilized to explore the nature and content of this field and its applications to social issues and every day events. Prerequisite: Psy 201, 202 or equivalent.

Psy 349 Introduction to Behavior Modification 3 hours

A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications. Prerequisite: Psy 201, 202 or equivalent.

Psy 360 Cognitive Psychology 3 hours

This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem solving. Prerequisite: Psy 201, 202 or equivalent.

Psy 373 Sensation and Perception 3 hours

Principles and theories relating to sensory stimulation and perceptual processes will be explored. Psychophysical methods will be used to demonstrate human visual and auditory processes. Prerequisite: Psy 201, 202 or equivalent.

Psy 390 Learning and Memory 3 hours

Survey of fundamental concepts of conditioning, rate learning, discrimination, problem solving, memory and motor skill. Major theories of learning, memory and related experimental literature. Prerequisite: Psy 201, 202 or equivalent.

Psy 398 Professional Issues in Psychology 3 hours

Exploration of the roles and functions of persons employed in occupations for which the study of psychology prepares students. Survey and practice of specific and non-specific skills of helping and interpersonal influence such as interviewing and small group dynamics. Ethics and other professional issues will be considered. Prerequisite: Psy 201, 202 or equivalent.

Psy 406 Special Individual Studies 1-6 hours

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

Psy 407 Seminar 1-15 hours Terms and hours to be arranged.

Psy 408 Workshop 1-15 hours Terms and hours to be arranged.

Psy 409 Practicum 1-9 hours

Field experience in applied psychology. Prerequisite: Consent of instructor.

Psy 415/515 Psychology of Sports 3 hours

This course will survey the current state of the psychology of sports. Psychological theory and research findings will provide the basis for suggestions about applications to sport situations. A central focus will be on the critical and empirical evaluation of the common knowledge in this area. Prerequisite: Psy 201, 202 or equivalent.

Psy 423 Interviewing and Appraisal 3 hours

Exploration of the interview as a method of information gathering and social influence. Topics include the uses of interviews, the strengths and weakness of the interview as a methodology, training in specific interviewing skills, and the relation of the interview to other methods of appraisal of human behavior. Applications will be drawn from many areas of human interaction including the helping professions and business. Prerequisite: Psy 201, 202 or equivalent.

Psy 426 History of Psychology 3 hours

Historical study of psychologists, basic psychological concepts and theories. Prerequisite: minimum of 15 hours of upper-division psychology courses.

Psy 435/535 Theories of Personality 3 hours

Major historical and contemporary theories of personality development and function and their relation to current issues in psychology. Prerequisite: a 300-level course in psychology.

Psy 437/537 Advanced Social Psychology 3 hours

An in-depth study of several social-psychological theories and their application to social issues and interactions. Topics may include small group interaction and functioning, social cognition, attitudes and persuasion, social influence and social relations. Prerequisite: Psy 334 or equivalent.

Psy 440/540 Small Group Theory 3 hours

Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups. Prerequisite: six or more hours of upper-division psychology courses.

Psy 443/543 Group Processes 3 hours

An analysis of the basic psychological processes of group interactions. Principles, techniques, and characteristics of productive groups in business, education and the

community will be discussed. Prerequisite: Psy 201, 202 or equivalent.

Psy 445/545 Organizational Psychology 3 hours

A study of psychology as applied to work settings in industry, business, government, and social service. Topics include trends in organizational design, personnel selection and placement, human resource management, work motivation, job satisfaction and leadership. Prerequisite: Psy 201, 202 or Psy 334.

Psy 446/546 Strategic Human Resource Planning 3 hours

Investigation of human resource needs including manpower planning systems; concepts of adult learning and development; long- and short-range planning models; and employee training programs. Prerequisite: Psy 445/545.

Psy 447/547 Organizational Structure and Functions 3 hours

An advanced course in organizational psychology integrating processes and principles in organizational settings. Prerequisites: Psy 445/545, 446/546, plus six additional hours selected from the following: Psy 423, 443/543, 448/548, 467, 468 or 496/596.

Psy 448/548 Topics in Organizational Psychology 3 hours

Topics may include at different times: strategic planning and implementation; productivity issues; career development with organizations; managerial participative management programs; negotiation, mediation and arbitration processes; and other topics of special interest. May be repeated under different subtitles. Prerequisite: Psy 445/545.

Psy 450/550 Abnormal Psychology 3 hours

The nature, causes and treatment of various forms of unusual behavior and emotional disturbance. The full range of abnormality will be examined from extreme reactions to stressful events to psychotic breaks with reality as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association. The course will integrate perspectives generated from psychological theory, research and physiological findings. Prerequisite: a 300-level course in psychology.

Psy 451/551 Biopsychology 3 hours

A study of the ways that the physiology of the body is related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states and psychopharmacologic agents. Prerequisites: Psy 201, 202 or equivalent.

Course descriptions

Psy 460 Cognitive Neuroscience 3 hours

This class covers advanced topics in cognitive science including cognitive development, cerebral localization of function, hemispheric interaction/differences, individual differences in cognition, object recognition, face recognition, spatial perception, and neuropsychological disorders. Prerequisite: Psy 360 or Psy 451.

Psy 463/563 The Maladjusted Child 3 hours

Examination of the nature, causes and treatment of emotional and social maladjustments in children and adolescents. A broad range of disturbances will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. Prerequisites: a 300-level psychology course.

Psy 465/565 Motivation 3 hours

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered. Prerequisite: 3 or more hours of 300-level psychology.

Psy 467 Quantitative Methods 3 hours

Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. Prerequisite: Psy 201, 202, 217 or equivalent.

Psy 468 Research Methods 3 hours

An introduction to the experimental, correlational and survey methods employed in psychological research. Prerequisite: Psy 467.

Psy 471/571 Computers in Psychology 3 hours

Survey of computer applications in psychology with emphasis on microcomputers. Topics include computer testing; methods and ethics, computer aided instruction, artificial intelligence, networking and research applications. Prerequisite: Psy 210, 202 and CS 101 or equivalent.

Psy 472/572 Psychological Assessment 3 hours

The use of psychological assessment approaches to developing understanding of individuals and groups. Basic principles of test theory and interpretation of test scores will provide a framework for test evaluation. Interviewing and non-quantitative assessment approaches will also be examined. Research and theoretical issues involving major constructs such as intelligence, aptitude, interest and personality will be addressed. Prerequisite: a 300-level psychology course.

Psy 480/580 Infancy and Early Childhood 3 hours

Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with emphasis on applications for professionals offering services to young children and their families. Prerequisites: Psy 201, 311 or equivalent.

Psy 481/581 Middle and Late Childhood 3 hours

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development, and deviations from typical development. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 482/582 The Psychology of Adolescence 3 hours

Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers, and professionals offering services to adolescents and youth. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 483/583 Adulthood and Aging 3 hours

Examination of current models of aging. Includes theory and research relevant to early, middle, and late adulthood. Emphasis on applications of information concerning the issues of adulthood. Prerequisites: Psy 201, 202, 311 or equivalent.

Psy 484/584 Theories of Development 3 hours

Theories of human development across the lifespan are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 485/585 Special Topics in Developmental Psychology 3 hours

Each quarter that this course is offered, a single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development, or social skills training. May be repeated under different subtitles. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 492/592 Psychology of Women 3 hours

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work. Prerequisite: Psy 201, 202 or equivalent.

Psy 496/596 Program Evaluation 3 hours

An introduction to the purposes, models, and methods of quantitative and qualitative evaluation of programs in agencies, schools, businesses, and organizations. Prerequisite: Psy 217 or equivalent.

Psy 498/598 Advanced General Psychology 3 hours

A survey of the latest and most important research findings in the major areas of psychology including human development, physiological, social, learning, memory, motivation, personality, abnormal, health, thinking and perception. Prerequisite: minimum of 15 hours of upper division Psychology courses.

Social Science

LOWER-DIVISION COURSES

SSc 199 Special Studies 1-15 hours Terms and hours to be arranged.

SSc 201 Introduction to Gender Studies 3 hours

A survey and critical analysis of the essential issues of feminism. Historical and contemporary texts form the basis for discussion of topics affecting men's and women's lives. Clarification of key concepts such as gender as a social construct, patriarchy, and the interaction of race, class and gender.

UPPER-DIVISION AND GRADUATE COURSES

SSc 401 Research 3-6 hours Terms and hours to be arranged.

SSc 403 Field Study 1-9 hours Terms and hours to be arranged.

Maximum of nine hours. Not intended as practicum for teaching majors.

Course descriptions

SSc 406 Special Individual Studies
1-15 hours
Terms and hours to be arranged.

SSc 407 Seminar 1-3 hours
Terms and hours to be arranged.

SSc 408 Workshop 1-15 hours
Terms and hours to be arranged.

SSc 409 Practicum 3-12 hours
Terms and hours to be arranged.

SSc 490, 491 Senior Social Science Seminar 3 hours each

A senior interdisciplinary culminating course designed to help students to integrate social science around such contemporary concerns as urban studies, minority group studies, environmental studies, and the like. Required of all secondary education social science teaching majors and teaching minors, and language arts/social science teaching majors.

Sociology

LOWER-DIVISION COURSES

Soc 223 Theoretical Foundations of Sociology 3 hours

A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to the core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multinational context.

Soc 224 Empirical Foundations of Sociology 3 hours

An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

Soc 225 Social Problems 3 hours

Basic sociological concepts applied to the analysis of various contemporary social problems. Both the causes and prospects for alleviating social problems will be discussed in a multinational context.

Soc 290 World Population and Social Structure 3 hours

Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

UPPER-DIVISION COURSES

Soc 300 Proseminar 3 hours

This course is an advanced (required for majors) introduction to sociology as an academic and professional pursuit. Prerequisite: sociology major, junior standing.

Soc 309 American Society 3 hours

An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures. Prerequisite: Soc 223 or consent of instructor.

Soc 310 Service Learning and Community Praxis 3 hours

This course will examine the role of student volunteer projects in community service activities. It will include class discussions of various concepts of service learning and coordination of a student volunteer project. Prerequisite: SOC 223, 224 and 225 or 9 hours sociology credit.

Soc 315 Social Stratification and Inequality 3 hours

Introduction to the social bases of stratification and inequality in capitalist societies. The focus of the course is critical examination of the causes and consequences of poverty and the unequal distribution of resources. Concepts of class and status will be given special attention.

Soc 320 Industrial Sociology 3 hours

Introduction to the history and structure of industrial capitalist societies. Development of the labor process and industrial bureaucracy is a focus. Social and political history of labor is included. Relevance for contemporary economic development is considered.

Soc 325 Participant Observation and Qualitative Research Methods 3 hours

Survey of qualitative research methods with focus on participant observation. Students will be required to conduct field research as a means of developing the following research tools: surveys, interviews, and observation. Skill in basic archival work will also be developed.

Soc 327 Introduction to Social Research 3 hours

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

Soc 328 Introduction to Social Data Analysis 3 hours

Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. Prerequisite: Soc 327 or equivalent.

Soc 330 Urban Sociology 3 hours

An introduction to urban development in the West. Includes a historical and contemporary analysis of the rise of towns and cities. Consideration given to the role of cities in the development of capitalism. Contemporary urban forms and problems are examined. Attention given to special topics such as urban redevelopment, urban government, fiscal crisis, housing, and gentrification.

Soc 334 Self and Society 3 hours

A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

Soc 338 Sociology of the Family 3 hours

An analysis of family in both public and private spheres. This course will emphasize how mechanisms of gender/race/class shape the family as an institution.

Soc 350 Food and Hunger 3 hours

Analysis of the production and distribution of food on a world scale. Examination of food shortages and famines in the underdeveloped world. Political-economy of agriculture is included. Alternative production and distribution systems are examined.

Soc 360 Sociology of Gender 3 hours

This course explores the analytic concept of gender from a sociological perspective. Theories and empirical conditions that address gender differences and gender inequalities will be examined within the institutional structures of the economy, the state, and the family. An exploration of topics concerning the formation of gender identity, the symbolic representation of gender, and the relationship between gender/crime/violence is included.

Soc 390 Sociology of Education 3 hours

Sociological analysis and critique of education in the United States. Special attention given to consideration of education as part of a larger, capitalist society.

Course descriptions

Soc 400 International Development 3 hours

Introduction to the problematics of development and underdevelopment in the world political-economy. Social, economic, and political dimensions of the core and periphery are examined. History of colonialism, imperialism, and neo-colonialism is reviewed. Theories of development and underdevelopment are used to consider the problematics.

Soc 406 Special Individual Studies 3 hours

Soc 407 Seminar: Special Topics in Sociology 3 hours

Soc 410 Historical Sociology: Origins of Capitalism 3 hours

Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. The social structures of feudalism, mercantilism, and industrial capitalism are presented. Historical analysis of the British Industrial Revolution is a key part of the course.

Soc 420 Political Sociology: Theories of the State 3 hours

Critical introduction to theories of power and the state. Historical dimensions of the state in the West are included. Versions of elitism, pluralism, Weberianism, Marxism, and Neo-Marxism are presented. Attention is also given to the development of the modern welfare state.

Soc 427 Revolutionary Social Movements 3 hours

Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian, and Chinese Revolutions. Selected revolutionary movements in Latin America are considered. Forms, causes, and consequences of revolutions are considered as part of an effort to develop a theory of revolution. Course includes the development and critical examination of the concepts of class and class struggle.

Soc 430 Political-Economy as Social Theory 3 hours

Survey of classical political-economy as a form of social (sociological) theory. Writings of Marx, Adam Smith, Ricardo, Weber, and others are introduced and critically evaluated. The relationships between the social structures of the economy and the polity are analyzed.

Soc 437 Sociology of Race/Ethnic Relations 3 hours

This course provides an introduction to the history and problems that racial and ethnic groups have confronted in the United States. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination. The impact of racial discrimination on women will be addressed.

Soc 440 Women and Development 3 hours

Historical and contemporary analysis of women in the development of the world political economy. Topics include a consideration of women's household labor and wage labor. The impact of militarization and violence against women will also be addressed.

Soc 450 Latin American Society 3 hours

This course includes an analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

Soc 460 Feminist Theory 3 hours

This course provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first and second wave feminist movement will be included.

Soc 454 Sociology of Deviant Behavior 3 hours

Identification of different forms, distribution and extent of deviant behavior and current theories of deviant causation. The influence deviance has upon the individual and on society. Prerequisite: Soc 225 or consent of instructor.

Soc 471 Classical Sociological Thought 3 hours

An examination of the ideas of some of the most renowned social thinkers of the 19th and early 20th centuries, of whom Karl Marx, Max Weber and Emile Durkheim will be given primary emphasis. Prerequisite: Soc 223 and 224.

Soc 472 Contemporary Sociological Theory 3 hours

Study of significant sociological theories from the 19th century to the present. Prerequisite: Soc 223, 224 and 471.

Soc 492 Senior Seminar I 3 hours

A research-oriented seminar.

Soc 493 Senior Seminar II 3 hours

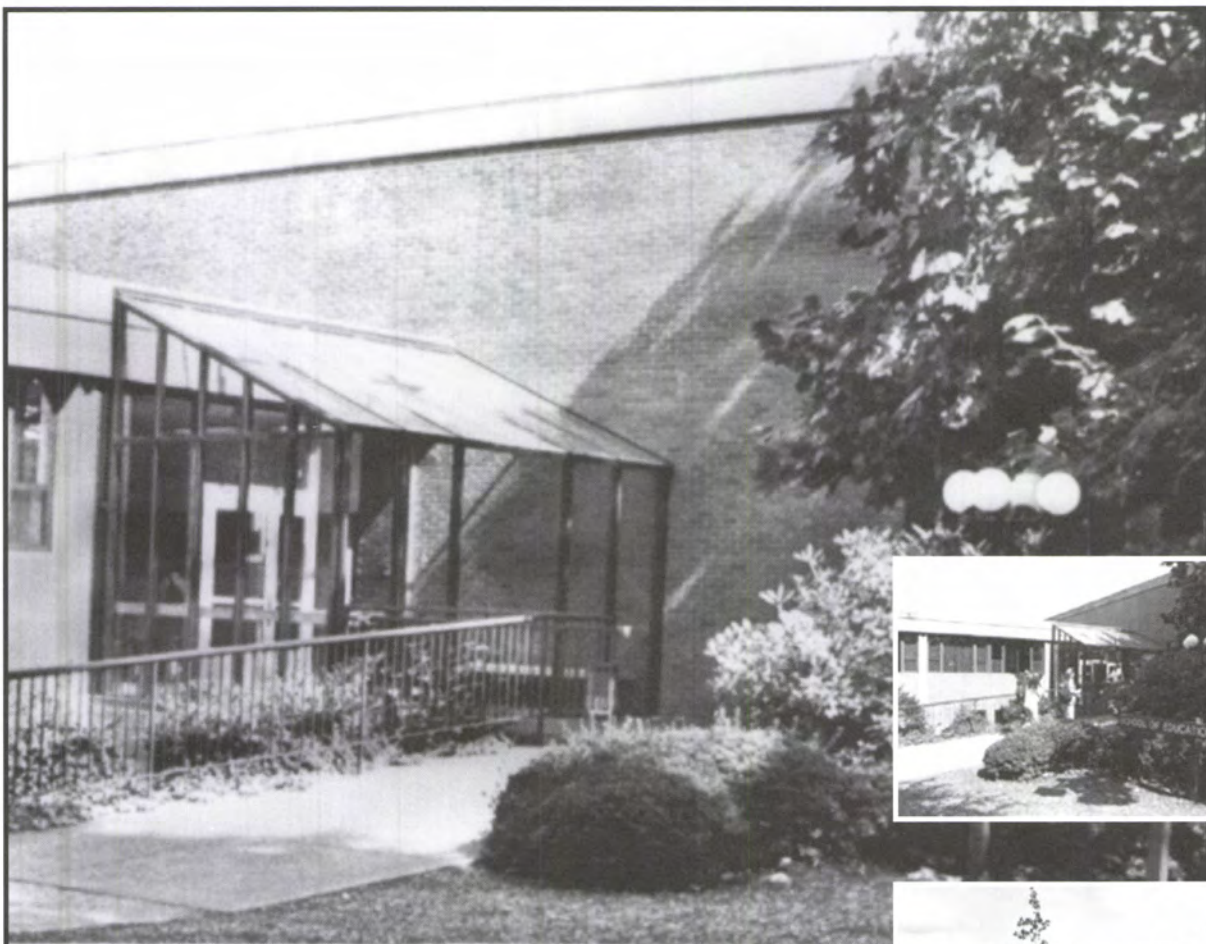
A research-oriented seminar.

Soc 494 Senior Seminar III 3 hours

A research-oriented seminar.

Terms and hours to be arranged.





School of education

School of Education

Dean: Meredith Brodsky

The Western Oregon State College School of Education prepares teachers and educational leaders, exceeding standards set by the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC). Graduates are prepared to enhance the quality of the teaching profession and not merely maintain the status quo. Together with other educators, they are prepared to transform schools into communities where students process information through reasoned judgment, make decisions with available information and employ strategies in problem solving.

Specifically, we strive to equip our graduates with the knowledge, skills and strategies to guide children who are culturally, socially, economically, linguistically and cognitively diverse. Western's graduates are trained in alternative ways of knowing/learning and in making use of new technologies and communications. In addition, they are prepared to justify, with data, the effectiveness of their teaching. Finally, they are well-grounded in historical, philosophical, social and legal issues involving schools and schooling.

objectives of teacher education

Teacher education at Western provides an opportunity for the student to understand and communicate the importance of the search for knowledge.

The Western graduate is expected to have gained understanding of the following:

- individual differences in the classroom
- principles of the teaching-learning process
- the purpose of education
- various cultures in our society and how these cultures influence learning

The Western graduate is expected to have acquired these attitudes:

- a sense of worth of the individual and of human acceptance
- a conviction that his or her teaching specialty is important to society and to the students
- a desire to help students obtain maximum benefit from their education
- a respect for the intellectual curiosity in self and others
- an appreciation of the diversity that exists in American culture

The Western graduate is expected to have acquired the ability to:

- draw appropriately upon data in the various areas of human learning
- select appropriate media to enhance learning possibilities
- construct and employ learning strategies
- designate for students and groups of students goals that are meaningful and realistic
- assist student learning
- analyze classroom teaching-learning situations
- bring about learning gains in pupils.

Student Professional Organization

Many students who plan to teach are introduced to professional concerns and conduct when they join the Student Oregon Education Association (SOEA), which is affiliated with the Oregon Education Association.

Definition of Terms

Licensure: The process of obtaining a license to teach in the public schools. A basic license and endorsement is the initial license and is based on a four-year preparation program and a bachelor's degree. It is valid for three years and is renewable. A Standard License requires additional preparation (generally a minimum of 45 credit hours); specific requirements vary with the teaching specialty. It is valid for five years and is renewable.

Endorsement: A phrase added to the teaching License that indicates the grade level (elementary or secondary) or teaching specialty or subject matter the teacher is qualified to teach. A license may have more than one endorsement.

Specialty: Area of academic preparation.
Teacher Standards and Practices Commission (TSPC):

The agency authorized by the Oregon Legislature to license (certify) persons to teach or administer in Oregon's public schools. Licensure and endorsement programs must be approved by the TSPC. The TSPC issues the appropriate certificate or endorsement upon recommendation of the college that the applicant has successfully completed the relevant program the college is authorized to offer and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or in personnel services.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in

the Oregon TSPC. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application.

Programs

Listed below are the programs offered in the School of Education. Graduate study leading to advanced degrees and/or standard endorsements is available in most programs. Some are offered only at the graduate level. For additional information about graduate programs offered at Western, see the Graduate Study section of this catalog.

Biology
Early Childhood Education (graduate program)
Educational Media PP-12 (post-baccalaureate/graduate program)
Elementary Education PP-9
French PP-12
German PP-12
Handicapped Learner (post-baccalaureate/graduate program)
Health Education PP-12
Hearing Impaired PP-12 (post-baccalaureate/graduate program)
Integrated Science
Language Arts
Basic Mathematics
Advanced Mathematics PP-12
Physical Education PP-12
Reading PP-12 (post-baccalaureate/graduate program)
Severely Handicapped Learner
Social Studies
Spanish PP-12

Specialty programs offered at Western, but not recognized by TSPC as endorsement areas in the State of Oregon:

American Sign Language/English Interpreting
Bilingual Education/ESOL
Computer Science Education
Educational Interpreting
Health
Middle Level Education
Physical Education
Rehabilitation Counseling
Sports Leadership
Talented and Gifted

Student Preparation

In the elementary program there are opportunities for choices within the professional core to broaden student preparation in professional areas of interest. Students may use their electives to pursue a second endorsement in an academic or education specialty area. All teaching endorsements require passing the specialty and professional knowledge areas of the National Teacher Examination.

Teacher Licenses

All Oregon teacher licenses are issued by the Teacher Standards and Practices Commission (TSPC) upon recommendation of the college.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application.

Western undergraduates must successfully complete an approved degree program to obtain the college's recommendation. Graduate students must follow planned programs they have filed in the Graduate Office.

Students, prior to being licensed, must also pass the Professional knowledge component of the NTE.

elementary education division

Interim Chair: Susan Dauer

Professors — David Wright, Gary Welander.
Associate Professor — Susan Dauer. *Assistant Professor* — Jean Behrend, Paula Bradfield-Kreider, Susan Wood.

Students wishing to teach in elementary, middle or junior high schools from preprimary through the ninth grade can enroll in the Elementary Teacher Education Program. The long history of excellence in elementary education makes this a popular and successful program for persons considering a career in teaching.



BA/BS in Elementary Education and Interdisciplinary Studies

Program Components

Liberal Arts Core Curriculum	55
One Academic Specialty area of 21 hours . 45	
and two Academic Support Areas of 12 hours each	
Specialty courses	15
(PE, health, music, art and science)	
Preprofessional Courses	3
The Professional Core	44
Electives	30

Total required for degree 192

Admission to Elementary Teacher Education Professional Core includes an interview. To qualify for admission, the candidate must have:

- 2.75 cumulative GPA on all academic coursework
- passed the Basic Skills Requirement established by Oregon Teacher Standards and Practices Commission
- verified success in working with children
- completed Ed 312 Students, Teachers, Schools and Society (3 hours)
- completed Liberal Arts Core Curriculum (55 hours)
- completed substantial portion of academic concentrations and specialty courses including special mathematics requirement (60 hours)

Students may explore their interest in teaching during their freshman and sophomore years by enrolling in Ed 100, 111, 199, 358, and 399.

The college has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

Academic Specialty and Support Options

The Academic Specialty Area is comprised of 21 hours, 12 of which must be upper-division.

The two Academic Support Areas include 12 hours each for a total of 24 hours. Each Support Area must include 6 hours of upper-division course work.

Academic Specialty Areas 21

Anthropology
Art
Economics
Foreign Language
French
German
Spanish
Geography
Health
History
Language Arts
Mathematics
Music
Physical Education
Political Science
Science
Social Science
Sociology
Theatre/Dance

Academic Support Areas 12

(Choose 2 areas)

Anthropology
Art
Biology
Chemistry
Computer Science
Earth Science
Economics
Foreign Languages
French
German
Japanese
Spanish
Geography
Geology
Health
History
Language Arts
Literature
Mathematics*
Music
Philosophy
Physical Education
Political Science
Psychology
Religious Study
Sociology
Speech Communication
Theatre/Dance
Writing/Language Arts

Specialty Courses

Choose 1:	3
GS 311 Biological Science for Elementary Schools	3
GS 312 Physical Science for Elementary Schools	3
GS 313 Earth Science for Elementary Schools	3
PE 433 PE in the Elementary School (K-6)	3
HE 351 School Health Program: Elementary	3
Mus 371 Music Fundamentals and Activities for the Elementary Teacher	3
ArE 433 Art Education: Elementary	3

Total in specialty courses 15

Preprofessional Courses

Ed 312 Students, Teachers, Schools and Society	3
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Professional Core

Ed 387 Reading, Writing and Children's Literature I	3
Ed 388 Reading, Writing and Children's Literature II	3
Ed 391 Decision Lab I - Establishing a Personalized Classroom Climate	3
Ed 392 Decision Lab II - Planning for Instruction and Assessment	3
Ed 407 Seminar	2
Ed 414 Student Teaching I	3
Ed 415 Student Teaching II	6
Ed 416 Student Teaching III	12
Ed 435 Instructional Technology	3
Ed 452 Applied Human Learning I- The Social Arts	3
Ed 453 Applied Human Learning II- Mathematics/Science	3

Total in PreProfessional & Professional Core 47

The Elementary Professional Core consists of three terms including the following:

Term I

Ed 387, 391, 392, 414 and 435

Term II

Ed 388, 452, 453, and 415

Term III

Ed 407 and 416



BA/BS in Elementary Education and Interdisciplinary Studies Academic Specialty and Support Areas

creative arts

Art

Academic Specialty

Option 1:

2-Dimensional Emphasis Foundation (lower-division): 9

A 115 Beginning Design: 2-D, and

Choose two from the following:

A 220 Introduction to Typography

A 270 Introduction to Printmaking

A 280 Introduction to Painting

Discipline (upper-division): 12

Choose two of the following sequences:

A 320 Typographical Layout and A 321

Graphic Design I

A 370 Printmaking: Relief and A 371

Printmaking: Screen Printing

A 380 Intermediate Painting and A 381

Intermediate Painting

Option 2:

3-Dimensional Emphasis

Foundation (lower-division): 9

A 115 Beginning Design: 2-D

A 255 Introduction to Ceramics

A 290 Introduction to Sculpture

Discipline (upper-division): 12

A 355 Intermediate Ceramics I and A 356

Intermediate Ceramics II

A 390 Intermediate Sculpture: Papermaking

and A 391 Intermediate Sculpture I

Academic Support Areas

DRAWING:

A 130 Beginning Drawing 3

A 135 Beginning Life Drawing 3

A 330 Intermediate Drawing 3

A 335 Intermediate Life Drawing 3

Total in support area 12

ART HISTORY

Choose two from the following: 6

A 204 Art History: Prehistoric through Gothic

A 205 Art History: Renaissance through Baroque

A 206 Art History: The 18th Century through Realism

Choose two from the following: 6

A 304 Art History: Impressionism through Cubism

A 305 Art History: Fantastic Art through Abstract Expressionism

A 306 Art History: Pop to Present

A 404 Art History: Non-European Art

A 405 Art History: Women in Art

A 406 Art History: Special Topics

Total in support area 12

GRAPHICS:

A 115 Beginning Design: 2-D 3

A 220 Introduction to Typography 3

A 320 Typographical Layout 3

A 321 Graphic Design I 3

Total in support area 12

CERAMICS:

A 115 Beginning Design: 2-D 3

A 255 Introduction to Ceramics 3

A 355 Intermediate Ceramics I 3

A 356 Intermediate Ceramics II 3

Total in support area 12

PRINTMAKING:

A 115 Beginning Design: 2-D 3

A 270 Introduction to Printmaking 3

A 370 Printmaking: Relief 3

A 371 Printmaking: Screen Printing 3

Total in support area 12

PAINTING:

A 115 Beginning Design: 2-D 3

A 280 Introduction to Painting 3

A 380 Intermediate Painting I 3

A 381 Intermediate Painting II 3

Total in support area 12

SCULPTURE:

A 115 Beginning Design: 2-D 3

A 290 Introduction to Sculpture 3

A 391 Intermediate Sculpture I 3

A 392 Intermediate Sculpture II 3

Total in support area 12

Music

LACC: If taking either the Academic Specialty or the Support Area in Music, Mus 201 Introduction to Music Literature should be the LACC requirement. Other students with little or no background in music reading/keyboard skills should take Mus 125 Basic Music and Lab.

Academic Specialty in Music

Mus 211, 212, 213 Musicianship I and labs . 12
Class lessons (lower-division) 3
Performance/Ensembles (upper-division) ... 6

Total in specialty 21

Academic Support Area in Music

(6 hours upper-division)
Mus 211 Musicianship I and lab 4
Class lessons (lower-division) 2
Performance/Ensembles (upper-division) ... 6

Total in support area 12

Theatre/Dance

LACC suggested courses: TA 110 or TA 250; D 251, a technique sequence or D 253 Labanotation.

Academic Specialty in Theatre/Dance

(12 hours upper-division)
TA 240 Creative Drama for Elementary Teachers 3
Choose 1: 3
TA 244 Scenecraft
TA 245 Lighting
TA 246 Costuming
TA 252 Make-up
TA 414 Children's Theatre 3
D 491 Creative Dance for Children 3
Electives in theatre or dance (6 hours upper-division) 6

Total in specialty 21

Academic Support Area in Theatre/Dance

(6 hours upper-division)
TA 240 Creative Drama for Elementary Teachers 3
D 491 Creative Dance for Children 3
Choose 1: 3
TA 244 Scenecraft
TA 245 Lighting
TA 246 Costuming
TA 252 Make-up
Choose 1: 3
TA 364 Play Direction
TA 414 Children's Theatre

Total in support area 12

health, physical education and athletics

Academic Specialty in Health

(12 hours upper-division)
HE 250 Personal Health 3
HE 325 Nutrition 3
HE 462 Contemporary Health Issues 3
HE 466 Drugs and Alcohol 3
HE 467 Human Sexuality 3
Elective (upper-division) 3
Choose 1: 3
HE 252 First Aid, CPR and Safety
HE 491 Stress Management
HE 211 Techniques of Relaxation

Total in specialty 21

Academic Support Area in Health

(6 hours upper-division)
HE 250 Personal Health 3
HE 325 Nutrition 3
Elective (upper-division) 3
Choose 1: 3
HE 462 Contemporary Health Issues
HE 466 Drugs and Alcohol

Total in support area 12

Academic Specialty in Physical Education

(12 hours upper-division)
PE 170 Games and Relays 1
PE 171 Gymnastics and Self Testing 1
PE 172 Basic Rhythms: Elementary 1
PE 246 Fundamentals of Movement 1
HE 252 First Aid, CPR and Safety 3
PE 301 Basic Exercise Sciences 3
PE 310 Motor Development and Learning ... 3
PE 361 Coaching Youth Sports 2
PE 444 Adaptive and Corrective Applications of PE 3
PE 446 Tests and Measurement 3

Total in specialty 21

*Academic Support Area in Physical Education

(6 hours upper-division)
PE 170 Games and Relays 1
PE 171 Gymnastics and Self Testing 1
PE 172 Basic Rhythms: Elementary 1
PE 246 Fundamentals of Movement 1
PE 301 Basic Exercise Sciences 3
PE 310 Motor Development and Learning ... 3
PE 361 Coaching Youth Sports 2

Total in support area 12

humanities

Note: To complete an Academic Specialty or Support Area in Foreign Language, students must have completed the first and second year of the language. Students may use second-year language credits as electives in the foreign language Academic Specialty Area.

Academic Specialty in French

(14 hours must be upper-division)
Intermediate French*
Choose 2: 8
Fr 301, 302, 303 Introduction to French Composition and Conversation
*Intermediate French courses must be taken sequentially

French Literature

Choose 1: 3
Fr 411 French Lit. I: Medieval/Renaissance
Fr 412 French Lit. II: Neoclassical and Age of Enlightenment
Fr 413 French Lit III: Modern Period-Revolution to Present
Fr 423 Studies in French Lit.: Medieval to Renaissance
Fr 424 Studies in French Lit.: Classical to Age of Enlightenment

French Culture

Choose 1: 3
Fr 429 or 430 French Culture and Civilization
Electives in French 7
(not to include first year language)

Total in specialty 21

Academic Support Area in French

(6 hours upper-division)
Intermediate French*
Choose 2: 8
Fr 301, 302, 303 Intermediate French Composition and Conversation
*Intermediate French courses must be taken sequentially.
Electives in French 4
(not to include first year language)

Total in support area 12

Academic Specialty in German

(12 hours upper-division)

Intermediate German

Choose 2:	6
GL 301 Intermediate Composition in German	
GL 302 Intermediate Spoken German	
GL 303 Intermediate German Comp. and Conv.	

German Literature

Choose 1:	3
GL 411 German Lit. I: Medieval to Classical	
GL 412 German Lit II: Naturalism to Present	

German Culture

Choose 1:	3
GL 340, 341 German Culture and Civilization; GL 342 Deutsche Landeskunde	
Electives in German	9
(not to include first year language)	

Total in specialty 21

Academic Support Area in German

(6 hours upper-division)

Intermediate German

Choose 2:	6
GL 301 Intermediate Composition in German	
GL 302 Intermediate Spoken German	
GL 303 Intermediate German Composition and Conversation	
Electives in German	6
(not to include first year language)	

Total in support area 12

Academic Support Area in Japanese

(6 hours upper-division)

Intermediate Japanese*

Choose 2:	6
Jpn 314, 315, 316 Third Year Japanese	
*Intermediate Japanese courses should be taken sequentially.	
Electives in Japanese	6
(not to include first year language)	

Total in support area 12

Academic Specialty in Language Arts

Eng 110 Introduction to Language Study	3
Sp 239 Oral Interpretation	3
300-level Literature Electives	6
Wr 440 Teaching Writing	3
Choose 1:	3
Eng 215 Basic Grammar	
Eng 270 The Vocabulary of English	
Eng 370 Grammar and Usage	3

Total in specialty 21

Academic Support Areas in Language Arts

(6 hours must be upper-division)

Language Option:

Eng 110 Introduction to Language Study	3
Choose 1:	3
Eng 270 The Vocabulary of English	
Eng 215 Basic Grammar	
Choose 1:	3
Eng 370 Grammar and Usage	
Eng 492 The Structure of the English Language	
Choose 1:	3
Eng 470 Modern American Usage	
Eng 490 History of English	

Total in support area 12

Writing/Language Option:

Eng 110 Introduction to Language Study	3
Wr 440 Teaching of Writing	3
Choose 1:	3
Eng 270 The Vocabulary of English	
Eng 215 Basic Grammar	
Elective in writing	3

Total in support area 12

Literature Option:

Electives in literature (six upper-division) .. 12

Total in support area 12

Academic Support Area in Philosophy

(6 hours upper-division)

Phl 232 Introduction to Non-Formal Reasoning	3
Phl 433 Philosophy for Children	3
Approved elective (upper-division)	3
Choose 1:	3
Phl 201 Introduction to Philosophy: Being and Knowing	
Phl 202 Introduction to Philosophy: Personal Morality and Social Justice	

Total in support area 12

Academic Support Area in Religious Studies

(6 hours upper-division)

R 201 Introduction to the World's Religions: Eastern	3
R 204 Introduction to the World's Religions: Western	3
R 315 Interpreting Religious Phenomena	3
Choose 1:	3
Eng 387 Studies in Mythology	
Eng 318 The Bible as Literature	
R 460 Comparative Religion or other approved upper-division course	

Total in support area 12

Academic Specialty in Spanish

(14 hours upper-division)

Intermediate Spanish*

Choose 2:	8
Span 301, 302, 303 Intermediate Spanish Composition and Conversation	

*Intermediate Spanish courses must be taken sequentially

Spanish Literature

Choose 1:	3
Span 361 Hispanic Poetry	
Span 362 Hispanic Drama	
Span 363 Hispanic Novel	
Span 370, 371 Intro to Latin American Literature	

Spanish Culture

Choose 1:	3
Span 338 Hispanic Culture and Civilization: Spain	
Span 339 Hispanic Culture and Civilization: Latin America	
Electives in Spanish	7
(not to include first year language)	

Total in specialty 21

School of education

Academic Support Area in Spanish

(6 hours upper-division)

Intermediate Spanish*

Choose 2: 8
Span 301, 302, 303 Intermediate Spanish
Composition and Conversation

*Intermediate Spanish courses must be taken sequentially

Electives in Spanish 4
(not to include first year language)

Total in support area 12

Academic Support Area in Speech Communication

(6 hours upper-division)

Sp 112 Interpersonal Communication 3

Sp 239 Oral Interpretation 3

Choose 2: 6

Sp 323 Group Discussion and Leadership

Sp 325 Intercultural Communication

Sp 350 Effective Listening

Sp 431 Nonverbal Communication

Total in support area 12

natural sciences and mathematics

Academic Specialty in Mathematics

(12 hours upper-division)

Mth 391 Math Models 3

Mth 395 Integrated Mathematics for Elem I 3

Mth 396 Elementary Problem Solving I 3

Mth 398 Integrated Mathematics for Elem II 3

Choose 3: 9

Mth 292 College Alg for Elem Teachers

Mth 394 Introduction to Geometry

Mth 392 Introduction to Abstract Algebra

Ed 475 Innovations in General Math

Education

CSE 436 LOGO

Total in specialty 21

Academic Support Area in Mathematics

(6 hours upper-division)

Mth 391 Math Models 3

Mth 395 Integrated Mathematics for Elem ... 3

Mth 396 Elementary Problem Solving I 3

Mth 398 Integrated Mathematics for Elem II 3

Total in support area 12

Mathematics courses in the mathematics support and specialty require as prerequisite: MTC5100 (6 credits) or Mth 211, 212, 213, and CS 101 (11 credits).

Academic Specialty in Science

(12 hours upper-division)

Core courses:

Bi 102 General Biology, or

Bi 103 General Biology 4

GS 105 Foundations of Physical Science 4

Biology (choose 2): 6-7

Bi 102 General Biology, or

Bi 103 General Biology 4

Bi 321 Systematic Field Botany 4

Bi 361 Marine Biology 4

Bi 370 Man and the Ecosystem 3

Bi 458 Field Biology 3-4

Bi 465 Natural History of the Mushroom . 3

Bi 471 Whales, Dolphins and Porpoises ... 3

Earth/Physical Science (choose 2): 6-7

GS 321 Musical Acoustics 4

GS 331 Intro. Oceanography 3

GS 351 Elements of Astronomy 3

GS 390 Basic Meteorology 3

G 440 Fossils of Oregon 4

G 450 Rocks and Minerals 3

G 453 Geology of the Pacific Northwest ... 4

Total in specialty 21

Note: Bi 101, GS 104, GS 106 should be taken as the LACC requirement in Natural Science.

Academic Support Areas in Science

*Select 12 hours of course work, including at least 6 hours upper-division, from one of the following disciplines: biology, chemistry, geology or earth science (astronomy, meteorology, oceanography and one geology course)

Note: student should work with an advisor from Natural Science to establish approved course work.



The Library in the 1960's.



Early Library in Campbell Hall.

social science

Academic Specialty in Anthropology

(12 hours upper-division)
Anth 463 Culture and Education 3
Additional hours in Anthropology 18

Total in specialty 21

Academic Support Area in Anthropology

(6 hours upper-division)
Any 12 hours in Anthropology

Total in support area 12

Academic Specialty in Economics

(12 hours upper-division)
Ec 201, 202, 203 Principles of Economics 9
Ec 318 Money and Banking 3
Ec 487 Technology and American Economic History 3
Ec 488 Consumer Economics 3
Choose 1: 3
Ec 436 Environmental Economics and Public Policy
Ec 417 Problems of Economic Development of Nations
Ec 440 Introduction to International Economics

Total in specialty 21

Academic Support Area in Economics

(6 hours upper-division)
Ec 201, 202 Principles of Economics 6
Ec 487 Technology and American Economic History 3
Ec 488 Consumer Economics 3

Total in support area 12

Academic Specialty in Geography

(12 hours upper-division)
Geog 105, 106, 107 9
Region (choose 1): 3
Geog 312 Oregon
Geog 313 Pacific Northwest
U.S. (choose 1): 3
Geog 413 The City (Urban Geography)
Geog 414 Geographic Backgrounds of American History
Geog 429 Geography of Anglo-America
Other Cultures, Regions (choose 2): 6
Geog 426 Geography of Europe
Geog 432 Geography of Africa
Geog 450 East Asia
Geog 451 South Asia
Geog 461 South America
Geog 463 Middle America
Geog 411 or 412 Cultural Geography ...
Total in specialty 21

Academic Support Area in Geography

Geog 105 Introduction to Physical Geography 3
Geog 106 Introduction to Economic Geography 3
Geog 107 Introduction to Cultural Geography 3
Any upper division topical or regional course 3

Total in support area 12

NOTE: Education students who use Geography to fulfill their LACC Social Science requirement will be allowed to substitute any 4 Geography classes to fulfill the support area.

Academic Specialty in History

(12 hours upper-division)
Hst 201, 202, 203 United States History 9
Hst 478 Pacific Northwest History 3
Elective in U.S. History (upper-division) 3
Electives in World History (upper-division) 6

Total in specialty 21

Academic Support Area in History

Hst 201, 202, 203 United States History 9
Hst 478 Pacific Northwest History 3

Total in support area 12

Academic Specialty in Political Science

(12 hours upper-division)
PS 201 American National Government 3
PS 202 State and Local Government 3
PS 203 International Relations 3
Electives in Political Science (upper-division) 12

Total in specialty 21

Academic Support Area in Political Science

(6 hours upper-division)
PS 201 American National Government 3
PS 202 State and Local Government, or 3
PS 203 International Relations
Electives in Political Science (upper-division) 6

Total in support area 12

Academic Support Area in Psychology

(6 hours upper-division)
Psy 202 General Psychology 3
Psy 311 Developmental Psychology 3
Psy 334 Social Psychology 3
Psy 349 Intro. to Behavior Modification 3

Total in support area 12

Academic Specialty in Sociology

(12 hours upper-division)
Electives approved by sociology advisor 21

Total in specialty 21

Academic Support Area in Sociology

(6 hours upper-division)
Electives approved by sociology advisor 12

Total in support area 12

Note: Some upper-division courses in sociology have a lower-division prerequisite. Consult catalog course descriptions.

Academic Specialty in Social Science

(12 hours upper-division)
Electives approved by social science advisor 21

Total in specialty 21

computer science

Academic Support Area in Computer Science

(6 hours upper-division)	
CS 162 Computer Science I	4
CS 260 Computer Science II	4
CS 311 Data Structures	3
Elective (upper-division)	3

Total in support area 14

initial studies in bilingual/ multicultural education

In a state (and region) whose language minority population is growing rapidly every year, teachers with this specialization are highly sought after. This program prepares teachers with a special expertise in the field of teaching limited English proficient/ language minority students; they can teach in ESL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

Core Courses in Bilingual/Multicultural Education

Ed 409 Practicum	3-6
Ed 481 Introduction to Education Linguistics: Second Language Teaching	3
Ed 482 Bilingual/ESL Education Principles and Practices	3
Ed 483 Cultural and Community Needs of LEP Students in the Instructional Process	3
Ed 484 First and Second Language Acquisition in the Bilingual/ESL Program	3

Elementary Concentration

Ed 491 Curriculum Models and Instructional Strategies of Bilingual Classrooms	3
Ed 492 Classroom Strategies in First and Second Language Reading and Language Arts	3
Ed 493 Bilingual Teaching Methods in Content Area Instruction	3

Core Courses

Electives	6
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Total Hours 30-33



secondary education division

Chair: Richard Forcier

Professor—George Cabrera, Richard Forcier.
Associate Professor—Gwenda Rice, Helen Woods. *Assistant Professor*—Frederick Barthelme, Randall Engle.

Students wishing to teach in departmentalized schools from grades 5 through 12 should enroll in the secondary teacher education program. During the freshman and sophomore years, students should take course work from the Liberal Arts Core Curriculum and from subject areas in which they desire certification. Students may explore their interest in teaching early in their college careers through an orientation course (Ed 312) and/or practicum courses involving observing and assisting teachers in the public classroom and resource centers (Ed 111, Ed 199 and Ed 358).

Admission to Secondary Teacher Education

Students wishing to be admitted to the Secondary Teacher Education program should apply for admission to teacher education in their junior year. Admission is competitive; general guidelines of requirements for the program are:

- Verified success in working with children in a public school or agency setting.
- Completion of Ed 312 Students, Teachers, Schools and Society and Ed 357 Assessment and Evaluation.
- 2.75 cumulative GPA on all academic coursework
- 2.75 GPA in teaching major
- Passing scores on California Basic Educational Skills Test (CBEST) or the National Teacher's Examination (NTE) General Knowledge and Communication Skills.
- Passing scores in the National Teacher's Exam in the Specialty Core exam designated for the teaching major.

The college's Teacher Education Committee establishes policies and standards that students must meet before being admitted to teacher education courses. The Secondary Education Handbook lists specific admission requirements and procedures to follow in enrolling in the professional core classes. This handbook is available in the Secondary Education Division.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teaching License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices

Commission. Candidates seeking an Oregon Teaching License must satisfy the rules and regulations in effect at the time of application for the license.

Proficiency in Basic Skills

All students enrolling in teacher education must demonstrate proficiency in the skill areas of reading, writing and mathematics. A condition of entry to a teacher education program requires students to demonstrate their proficiency by examination. The required examination in this state is the California Basic Educational Skills Test (CBEST) or the National Teachers Exam (NTE): General Knowledge and Communication Skills. Additionally, applicants are also required to provide passing scores on the NTE Specialty Core designated for the specific major in which the applicant is seeking an endorsement. Passing scores should be submitted with the application for admission to the program.

Academic performance is not the sole criterion of admission to and continuation in the Secondary Teacher Education program at Western. The College may find it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

Advisement

Secondary education students must complete a teaching major to become eligible for a subject matter endorsement in their teaching area(s). Subject areas are listed below.

Students should seek an advisor in their subject area, as well as an advisor in the Secondary Education Division. Advisors for specific subjects may be located in the following areas:

Health and Physical Education: physical education, health education.

Humanities: english, language arts, speech, french, german, spanish.

Natural Sciences and Mathematics: biology, integrated science, mathematics.

Secondary Education: professional program advising, bilingual/multicultural education, reading, media and technology.

Social Science: social science.

Special Education: speech impaired, handicapped learner, severely handicapped learner.

Transfer Students

Education majors transferring from other institutions should declare their level of certification (Elementary or Secondary) and the intended specialty area with the Registrar's office, the School of Education, and each academic department involved prior to the first term at Western.

Student Teaching

Students should submit an application for student teaching one quarter before they plan to do their *pre-student* teaching to ensure their assignments. Before student teaching, students must have completed professional education and subject area course work and met divisional, departmental and teacher education requirements.

Application forms for student teaching are available in the Education Office, Ed 201. Specific information regarding requirements and procedures are explained in the Secondary Education Handbook.

BA/BS in Secondary Education and Interdisciplinary Studies

Students who successfully complete the degree requirements for their specialty areas, prerequisites to and the prescribed course work of the Secondary Education Division become eligible for recommendation for state certification to teach grades 5-12 in Oregon's public schools.

All students in Secondary Education take the following course work. Advisors in Education and in the specialty areas should be consulted by students in order to complete requirements in the most efficient manner.

Liberal Arts Core Curriculum	55
Academic Teaching Major	64
Professional Core	42
Electives	31

Total required for degree 192



School of education

Preprofessional Core

Ed 312 Students, Teachers, Schools and Society*	3
Ed 357 Assessment and Evaluation*	3

Professional Core

Ed 420 Learning and Teaching Models**	4
Ed 425 Curriculum and Planning**	3
Ed 430 Management and Motivation**	2
Ed 435 Technology and Computer Applications**	3
Ed 451 Reading and Writing in Secondary Schools	3
Ed 496 Advanced Strategies	2
Ed 497 Pre-Student Teaching	3
Ed 498 Student Teaching	12
Ed 499 Applied Research	3
Ed 496L Advanced Strategies Lab	1

Total in Preprofessional and Professional Core 42

* Prerequisite

**Students take these courses concurrently

health and physical education

Health Education (K-12)

Major

Common Core	14
HE 250 Personal Health	3
HE 252 First Aid, CPR and Safety	3
HE 325 Nutrition	3
PE 230 Introduction to Health and PE	2
PE 463 Computer Applications in PE and Health	3
Major Theory Core	50
Bi 218 Elements of Microbiology	3
Bi 370 Man and the Ecosystem	3
Psy 311 Developmental Psychology	3
Psy 328 Mental Health	3
Psy 349 Introduction to Behavior Modification	3
Soc 338 Sociology of the Family	3
HE 427 Community and Public Health	3
HE 434 Diseases	3
HE 433 School Health Programs (K-12)	3
HE 462 Contemporary Health Issues	3
HE 466 Drugs and Alcohol	3
HE 467 Human Sexuality	3
HE 491 Stress Management	3
Approved electives	11
Total in major	64

NOTE: It is recommended that students take Bi 101, 102 General Biology, and Bi 334, 335 Human Anatomy and Physiology to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

Physical Education (K-12)

Major

Common Core:	14
HE 250 Personal Health	3
HE 252 First Aid, CPR and Safety	3
HE 325 Nutrition	3
PE 230 Introduction to Health and PE	2
PE 463 Computer Applications in PE and Health	3
Professional Activity Core	14
Choose 1:	1
PE 130 Archery, PE 137 Racquetball, PE 133 Bowling, PE 208 Recreational Games	
Choose 1:	1
PE 218 Teach: Wrestling, PE 138 Self Defense	
Choose 2:	2
PE 134 Golf, PE 202 Teach: Badminton, PE 213 Teach: Tennis, PE 214 Teach: Track and Field	
Choose 1:	1
PE 205 Teach: Field Sports, PE 211 Teach: Soccer	
Choose 2:	2
PE 203 Teach: Basketball, PE 212 Teach: Softball, PE 216 Teach: Volleyball, PE 170 Games and Relays	
Choose 2:	2
PE 141 Fishing, PE 142 Backpacking, PE 112 Jogging/Walking, PE 204 Teach Aerobics or PE 114 Aerobics	
Choose 1:	1
PE 206 Teach: Folk and Square Dance, PE 210 Teach: Social Dance, PE 209 Teach: Basic Rhythms	
Choose 1:	1
PE 215 Tumbling, PE 171 Gymnastics and Self Testing	
Each of the following:	
PE 246 Fundamentals of Movement	1
PE 217 Teach: Weight Training and Conditioning	1
PE 161 Aquatics II (or higher level)	1
Major Theory Core	36
PE 310 Motor Learning and Development	3
PE 343 Organization and Administration of PE	3
PE 359 Care and Prevention of Athletic Injuries	3
PE 371 Kinesiology	3
PE 440 Legal Issues in PE and Sport	2
PE 444 Adaptive and Corrective Applications in Physical Education	3
PE 445 The Physical Education Curriculum	3
PE 446 Tests and Measurements in PE	3
PE 473 Physiology of Exercise	3
PE 483 Sport Skill Analysis	2
Approved electives	8
Total in major	64

NOTE: PE 433 PE in the Elementary School (K-9) is taken as part of the Education Core.

NOTE: It is recommended that students take Bi 101, 102 General Biology, and Bi 334, 335 Human Anatomy and Physiology to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core

classes and divisional electives. See course descriptions for specific prerequisite requirements.

humanities

Language Arts Education

Major

Literature Core (33 hours)

Eng 304, 305, 306 English Literature I, II, III	9
Choose 2:	
Eng 307, 308, 309 American Literature I, II, III	6
Eng 223 Approaches to Literature	3
Eng 345 Shakespeare	3
Choose 1:	3
Eng 318 The Bible as Literature	
Eng 385 Introduction to Folklore	
Eng 387 Studies in Mythology	
Eng 475 Studies in Folklore	
Choose 1:	3
Eng 351 The Short Story	
Eng 356 Studies in Poetry	
Eng 360 Studies in Drama	
Eng 366 Studies in the Novel	
Eng 456	
Eng 457 Modern Poetry	
Eng 463 Modern Drama	
Eng 468 The Modern Novel	
Choose 1:	3
Eng 436 Advanced Shakespeare	
Eng 447 The Study of Major Figures in Literature	
Choose 1:	3
Eng 484 Comedy	
Eng 485 Tragedy	
Eng 486 Satire	

Writing Core (12 hours)

Wr 224 Writing About Literature	3
Wr 414 Advanced Composition	3
Wr 430 The History of Composition and Rhetoric	3
Choose 1:	3
Wr 321 Business and Technical Communications	
Wr 341 Creative Writing	
Wr 399 Special Studies	
Wr 409 Writing Practicum and Seminar	
*Wr 440 Teaching of Writing	
Wr 441 Advanced Creative Writing	
Wr 450 Writing for Publication	
J 311 Advanced Journalistic Writing	

*Recommended for prospective teachers.

Language Core (9 hours)

Eng 215 Basic Grammar	3
Eng 310 The Nature of the English Language	3
Choose 1:	3
Eng 470 Modern American Usage	
Eng 490 History of the English Language	
*Eng 492 The Structure of the English Language	

*Recommended for prospective teachers.

Communication Core (9 hours)

Sp 239 Oral Interpretation	3
Choose 1:	3
J 211 Introduction to Mass Communication	
Sp 236 Contemporary Issues in American Broadcasting	
Sp 342 TV and the Viewer	
Sp 112 Interpersonal Communication	
Sp 323 Group Discussion and Leadership	
Approved elective in English, writing, humanities, journalism, speech, religion, philosophy, theatre arts	3
Total in major	63

Foreign Language Education Major

(64 hour major: 52 hours beyond first year language)

French

Fr 201, 202, 203 Second Year French	12
Fr 301, 302, 303 Intro. to French Composition and Conversation	12
Fr 331 French Pronunciation and Phonetics	3
Choose 2:	6
Fr 411, 412, 413 French Literature	
Fr 423, 424 Studies in French Literature	
Fr 416 Language Teaching Practicum	2
Fr 429, 430 French Culture and Civilization	6
Electives (upper-division)	11
Total in major	52

German

GL 201, 202, 203 Second Year German	12
GL 301 Intermediate Composition in German	3
GL 302 Intermediate Spoken German	3
GL 303 Intermediate Composition and Conversation	3
GL 331 German Pronunciation/Phonetics	3
Chose 2:	6
GL 340, 341 German Culture and Civilizations I/II	
GL 342 Deutsche Landeskunde	
Chose 2:	6
GL 411, 412 German Literature	
GL 423 Studies in German Language/Literature	
GL 441 German Drama	
GL 416 Language Teaching Practicum	2
Electives (upper-division)	14
Total in major	52

Spanish

Span 201, 202, 203 Second Year Spanish	12
Span 301, 302, 303 Intermediate Spanish Composition	12
Span 350 Spanish Pronunciation/Phonetics	3
Span 338, 339 Spanish Culture and Civilization	6
Span 416 Language Teaching Practicum	2
Choose 2: Spanish Literature	6
Span 361, 362, 363, 370, 371, 411, 412, 413, 414, 415, 441, 442, 443, 490, 491	
Electives (upper-division)	11
Total in major	52

natural sciences and mathematics

Biology Education Major

Core	42
*Bi 211, 212, 213 Principles of Biology	12
*Ch 221, 222, 223 General Chemistry	12
*Ph 201, 202, 203 General Physics	12
Bi 331 General Microbiology	4
Bi 341 Genetics	3
Bi 357 General Ecology	4
Bi 388 Cell Biology	4
Bi 446 Evolution	3
Options for Teaching Major	23
Bi 321 Systematic Field Botany	4
G 351 Elements of Geology	3
Choose 1:	4
Bi 317 Vertebrate Natural History	
Bi 361 Marine Biology	
Bi 474 Entomology	
Choose 1:	4
Bi 371 Structure of Seed Plants	
Bi 324 Comparative Vertebrate Anatomy	
Choose 1:	4
Bi 330 Plant Physiology	
Bi 434 Animal Physiology	
Choose 1:	4
Bi 438 Human Histology	
Bi 326 Vertebrate Embryology	
Bi 432 Immunology	
Total in major	65

*Bi 211, 212, 213; Ch 221, 222, 223 or Ph 201, 202, 203 are to be counted as the 12 hours of the LACC requirement in the Natural Sciences and Mathematics.

Integrated Science Education Major

*Bi 211, 212, 213 Principles of Biology	12
Ch 104, 105, 106 Introductory Chemistry	12
Ph 201, 202, 203 General Physics	12
G 351 Elements of Geology	3
GS 331 Introduction to Oceanography	3
GS 351 Elements of Astronomy	3
GS 390 Basic Meteorology	3
G 440/540 Fossils of Oregon	4
G 450/550 Rocks and Minerals	3
G 453/553 Geology of the Pacific Northwest	3
Electives in Earth Science (upper-division) ..	9
Electives in Science (upper-division)	8

Total in major 63

*Bi 211, 212, 213 are to be counted as the 12 hours LACC requirement in the Natural Sciences and Mathematics.

Mathematics Education Major

Lower-division core:	23
Mth 251 Calculus I	5
Mth 252 Calculus II	5
Mth 253 Calculus III	5
Mth 254 Vector Calculus	4
CS 162 Intro. Computer Science	4
Upper-division core:	25
Mth 307 Seminar	1
Mth 311 Advanced Calculus I	4
Mth 312 Advanced Calculus II	4
Mth 341 Linear Algebra	4
Mth 344 Group Theory	3
Mth 345 Ring Theory	3
Mth 365 Mathematical Probability	3
Mth 366 Mathematical Statistics	3
Mathematics Education Core:	12
Mth 337 Geometry	3
Mth 346 Number Theory	3
Mth 354 Discrete Structures I	3
Mth 407 Seminar	3
Upper Division Electives	6

Required for Major 66

*Each mathematics education major must complete a minimum of three courses in each of two areas of concentration listed below. One of these areas must be mathematics education. (The coursework in the Secondary Core may be used for this purpose.)

Areas of Concentration:

1. **Algebra** 12
 - Mth 346 Number Theory
 - Mth 440 Advanced Topic: Algebra
 - Mth 441 Linear Algebra II
 - Mth 446 Abstract Algebra
 - Mth 482 Logic and Foundations of Math
2. **Analysis** 12
 - Mth 312 Advanced Calculus II
 - Mth 314 Differential Equations
 - Mth 416 Complex Analysis
 - Mth 437 Set Theory and Topology
 - Mth 451 Numerical Analysis
 - Mth 410 Advanced Topic: Analysis
3. **Applied Mathematics** 12
 - Mth 354 Discrete Structures I
 - Mth 355 Discrete Structures II
 - Mth 363 Linear Programming and Games
 - Mth 441 Linear Algebra II
 - Mth 451 Numerical Analysis
 - Mth 420 Advanced Topic: Applied Math
 - Mth 460 Advanced Topic: Probability and Statistics
4. **Mathematics Education** 12
 - Mth 337 Geometry
 - Mth 338 Geometry
 - Mth 397 Secondary Problem Solving
 - Mth 472 History of Mathematics
 - Mth 498 Computer Applications in Math
 - Mth 439 Transformational Geometry
 - Mth 490 Advanced Topic: Math Education
 - Mth 430 Advanced Topic: Geometry

social science

Social Studies Education Major

The student must complete 63 credit hours in the Social Sciences. At least 30 hours must be completed at the upper-division course level. The 63 hours are to be distributed as follows:

- United States History 9
- Choose 1: 3
 - Geog 313 The Pacific Northwest
 - Geog 414 Geographic Backgrounds of American History
 - Geog 429 Geography of Anglo-America
- Choose 1: 3
 - Any Non-Anglo-America regional geography course.
- Choose 1: 3
 - Geog 318 Geography of Religion
 - Geog 411 Cultural Geography
 - Geog 412 Cultural Geography
 - Geog 413 Urban Geography
 - Geog 433 Political Geography
- Economics (choose 2): 6
 - PS 201 American National Government ... 3
 - PS 202 State and Local Government, or 3
 - PS 203 International Relations
- 6 hours each in 2 of the following: 12
 - Anthropology, Criminal Justice, Psychology, Sociology
- Area of Concentration* 21
 - *The student may choose to concentrate in any one of the following disciplines: history, geography, economics, political science or in one of the two disciplines used to satisfy the immediately preceding requirements.

Total in major 63

NOTES: Education majors must complete the following as part of their LACC requirement: Psy 225, Hst 101, 102, and 103 or Hst 104, 105, 106. A GPA of 2.75 is required in the above coursework in order to be recommended for student teaching. Students must complete a minimum of 12/15 hours on the Western Campus.

Initial Studies in Bilingual/Multicultural Education

In a state (and region) whose language minority population is growing rapidly every year, teachers with this specialization are highly sought after. This program prepares teachers with a special expertise in the field of teaching limited English proficient/language minority students; they can teach in ESL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

Core Courses in Bilingual/Multicultural

- Education** 15-18
 - Ed 409 Practicum 3-6
 - Ed 481 Introduction to Education Linguistics: Second Language Teaching 3
 - Ed 482 Bilingual/ESL Education Principles and Practices 3
 - Ed 483 Cultural and Community Needs of LEP Students in the Instructional Process. 3
 - Ed 484 First and Second Language Acquisition in the Bilingual/ESL Program. 3

Secondary Concentration

- Ed 486/586 First and Second Language Approaches to Teaching and Subject Matter in Secondary Schools 3
- Ed 487/587 Alternative Secondary Curricula and Materials for Second Language Learners 3
- Core Courses** 15-18
- Electives** 6

Total Hours 27-30



health, physical education and athletics division

Chair: Jon Carey

Professor—Norm Eburne. *Associate Professor*—Jon Carey. *Assistant Professor*—Robert Bass, Blaine Bennett, Tim Bowman, JoAnn Brandhorst, Jerry Braza, Brian Caster, Tom Kelly, Kurtis Kidd, John Knight, Judy Lovre, Rusty Rogers, Wilma Rucker, Linda Stonecipher. *Instructor*—Terry Baumgartner.

The Division of Health, Physical Education and Athletics contributes to the general health and well being of all Western students. Students develop an understanding of, and appreciation for, the various components of a healthy lifestyle through their involvement in the Physical Education portion of the Liberal Arts Core Curriculum.

The academic programs offered within the division prepare students for a variety of professional pursuits. Students preparing to teach Physical Education or Health will complete a major course of study in one of these areas and then enter of School of Education professional preparation program. Western graduates in Physical Education have a strong background in the scientific and theoretical aspects of Physical Education as well as experience with a wide range of activities. Health education majors complete a vigorous program with emphasis in the health sciences that prepares them for the study of the current health trends, issues and problems, making them enlightened Health Educators.

Students interested in Health or Physical Education have a variety of options other than teacher education. These majors prepare graduates for careers in Health or Physical Education outside the field of traditional education. The titles of these major programs are currently being considered. Students, in consultation with an advisor, may select an academic emphasis that prepares them for their specific area of interest. Students in these majors will select a minor area of study that compliments the major program.

The complexity of the various academic programs offered with the Division of Health, Physical Education, and Athletics makes it very important for students to work closely with an advisor early in their academic planning.

Admission to many upper division classes is restricted to those students formally admitted to the division. The admission process should be completed no later than the beginning of the junior year. Admission requirements include a GPA of at least 2.5, completion of prerequisite classes and recommendations from division faculty.

Specific information on the admission process and requirement is available through the division office.

The academic and athletic programs are conducted in outstanding facilities. These include two physical education buildings that house two gymnasiums, a swimming pool, an indoor multipurpose room, a dance studio, racquetball courts, classrooms, and athletic training facilities. A large and well equipped weight room is located in the stadium.

The division maintains a complete exercise science laboratory which serves students enrolled in Kinesiology, Physiology of Exercise, Motor Learning, Sports Skill Analysis, and various teaching classes.

Outdoor areas provide space for tennis, soccer, softball, baseball, and a variety of field activities as well as practice space for our intercollegiate athletic teams, intramural and recreational programs.

Secondary Education

Majors: Health Education (K-12), Physical Education (K-12).

Elementary Education

Specialty areas: Health Education, Physical Education

The Health and Physical Education undergraduate courses within the School of Education have been divided into the following separate but related areas:

1. Common Core: 14 hours

This group of classes represents a common base of knowledge required of both Health and Physical Education majors.

2. Major Core: 36-50 hours

This group of classes is made up of the courses specific to each major.

3. Professional Activity Core

(PE Certification Majors ONLY): 14 hours

This group of classes provides a student the opportunity to choose specific courses from a variety of similarly grouped activities.

Health Major

This is an undergraduate major comprised of a BA/BS in Education with a major in Health, and without a teaching license.

Common Core	14
HE 250 Personal Health	3
HE 252 First Aid, CPR and Safety	3
HE 325 Nutrition	3
PE 230 Introduction to Health and PE	2
PE 463 Computer Applications in PE and Health	3
Major Core	50
Choose 1:	3
Bi 218 Elements of Microbiology	
Bi 331 General Microbiology	
Soc 338 Sociology of the Family	3
Psy 311 Developmental Psychology	3

Psy 328 Mental Health	3
Choose 1:	3
Psy 349 Behavior Modification	
Psy 465 Motivation	
Bi 370 Man and the Ecosystem	3
HE 434 Diseases	3
HE 427 Community and Public Health	3
HE 462 Contemporary Health Issues	3
HE 466 Drugs and Alcohol	3
HE 467 Human Sexuality	3
PE 473 Physiology of Exercise	3
HE 491 Stress Management	3
Approved electives	11

Total in major **64**

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

Physical Education Major

This is an undergraduate major comprised of a BA/BS in Education with a major in Physical Education, and without a teaching license.

Common Core	14
HE 250 Personal Health	3
HE 252 First Aid, CPR and Safety	3
HE 325 Nutrition	3
PE 230 Introduction to Health and PE	2
PE 463 Computer Applications in PE and Health	3
Major Core	31
PE 161 Aquatics II (or higher)	1
Choose 1:	1
PE 171 Gymnastics and Self-Testing	
PE 215 Teach: Tumbling	
Choose 1:	1
PE 204 Teach: Aerobics	
PE 114 Aerobics	
Choose 1:	1
PE 206 Teach: Folk and Square Dance	
PE 210 Teach: Social Dance	
PE 209 Teach: Basic Rhythms	
PE 217 Teach: Weight Training and Conditioning	1
PE 246 Fundamentals of Movement	1
PE 310 Motor Development and Learning	3
PE 359 Care and Prevention of Athletic Injuries	3
PE 371 Kinesiology	3
PE 440 Legal Issues in PE and Sport	2
PE 444 Adaptive and Corrective Application in PE	3
PE 446 Tests and Measurements in PE	3
HE 466 Drugs and Alcohol	3
PE 473 Physiology of Exercise	3
PE 483 Sport Skill Analysis	2
Area of Emphasis	19

Total in major **64**

School of education

Areas of Emphasis

A-General

HE 211 Techniques of Relaxation	3
PE 343 Organization and Administration of PE 3	
Psy 415 Psychology of Sport	3
Selected activity courses	4
Approved electives	6

Total in emphasis 19

B-Sports Leadership

PE 375 Athletic Coaching and Administration	3
PE 361 Coaching Youth Sports	2
Psy 415 Psychology of Sport	3
Choose 1:	3
PE 320 Fitness and Recreation Programs for the General Population	
PE 343 Organization and Administration of Physical Education	
PE 409 Practicum in Coaching	2
Coaching courses or practicum	6

Total in emphasis 19

C-Fitness Management*

PE 320 Fitness and Recreation Programs	3
PE 343 Organization and Administration of Physical Education	3
PE 409 Practicum in Fitness Management	4

*Additionally, a student will choose one of the following 9-hour sequences:

1. BA 101 Introduction to Business	3
Choose 1	3
BA 217 Accounting for Non-Accountants	
BA 211 Fundamentals of Accounting	
Choose 1:	3
BA 310 Marketing	
BA 390 Management	

or

2. Choose 1:	3
Psy 349 Behavior Modification	
Psy 465 Motivation	
Psy 423 Interviewing and Appraisal	3
Choose 1:	3
Psy 443 Group Processes	
Psy 445 Organizational Psychology	

Total in emphasis 19

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

Minors

Health Minor

HE 250 Personal Health	3
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An additional 24 hours will be chosen from the following:

HE 211 Techniques of Relaxation	3
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PE 230 Introduction to PE and Health	2
HE 252 First Aid, CPR and Safety	3
HE 253 First Aid - Instruction	3
HE 325 Nutrition	3
HE 427 Community and Public Health ...	3
HE 434 Diseases	3
HE 462 Contemporary Health Issues	3
PE 463 Computer Applications in Physical Education and Health	3
HE 466 Drugs and Alcohol	3
HE 467 Human Sexuality	3
HE 491 Stress Management	3

Total in minor 27

Physical Education Minor

PE 230 Introduction to Physical Education and Health	2
PE 310 Motor Development and Learning ...	3
Selected activity courses	6
Approved electives from theory core	10

An additional 6 hours will be chosen from one of the following three options:

1. Bi 334 Human Anatomy and Physiology ..	3
PE 371 Kinesiology	3

2. PE 301 Basic Exercise Sciences	3
PE 246 Fundamentals of Movement	1
PE 483 Sport Skill Analysis	2

3. PE 301 Basic Exercise Sciences	3
PE 343 Organization and Administration of Physical Education	3

Total in minor 27



Early football team.

Sports Leadership Minor

HE 252 First Aid, CPR and Safety	3
PE 361 Coaching Youth Sports	2
PE 375 Athletics: Coaching and Administration	3
PE 359 Care and Prevention of Athletic Injuries	3
PE 301 Basic Exercise Sciences	3
PE 310 Motor Development and Learning ...	3
Psy 415 Psychology of Sport	3
Activity course	1
Choose 1 option:	6
Three coaching classes, or	
Two coaching classes and a 2-hour practicum	

Total in minor 27

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

Teacher Preparation

Faculty advisors within the Division of Health, Physical Education and Athletics assist students in the development of their major programs in Secondary Education, as well as Elementary Education majors seeking an endorsement in health education, or physical education.

Health Education Major: Teaching Endorsement (K-12)

Common Core	14
HE 250 Personal Health	3
HE 252 First Aid, CPR and Safety	3
HE 325 Nutrition	3

School of education

special education division

Chair: Richard Walker

Handicapped Learner: Assistant Professor — Elizabeth Dohrn (Program Coordinator).

Early Intervention/Early Childhood Special Education: Assistant Professor — Mickey Pardew (Program Coordinator).

Severely Handicapped Learner: Professor — Meredith Brodsky, Beverly Herzog (Program Coordinator).

Regional Resource Center on Deafness: Professor — Joe Sendelbaugh (Program Coordinator, Rehabilitation Counseling). Associate Professor — John Freeburg (Director, RRCD), Sandra Gish (Program Coordinator, American Sign Language/English Interpretation). Assistant Professor — Laurene Gallimore (Coordinator, Teacher Preparation: Deaf Education), Elisa Maroney (Coordinator, Summer Interpreter Education Program), Julie Simon (Coordinator, Interpreter Education Center), Bonnie Singer, Instructors — Deborah Duren, Linda Keller, Julia Smith.

The Special Education Division is part of the Western Oregon State College School of Education and houses those programs which prepare personnel to work in the education and rehabilitation of individuals having disabilities. The philosophy of Special Education Division programs at Western is based on the principle of placement of all persons having disabilities in the least restrictive environment.

Field experiences may include early intervention programs, public schools, and other agencies serving children and/or adults having disabilities.

Job opportunities in special education and related fields are abundant, with continuing shortages of special education teachers for all endorsement areas in Oregon and throughout the nation. Job possibilities in education include classroom teacher, resource room specialist, consultant-itinerant teacher, work experience coordinator, parent educator, early intervention specialist, and educational diagnostician. In addition, jobs are available in human services through various public and private agencies.

All special education teacher preparation programs are accredited by the Oregon Teacher Standards and Practices Commission (TSPC), and by the National Council for Accreditation of Teacher Education (NCATE). The Hearing Impaired Program is also accredited by the National Council on Education of the Deaf. The Rehabilitation Counseling: Deafness program is accredited by the National Council on Rehabilitation Education.

PE 230 Introduction to Health and PE	2
PE 463 Computer Applications in PE and Health	3
Major Core	50
Bi 218 Elements of Microbiology	3
Bi 370 Man and the Ecosystem	3
Psy 311 Developmental Psychology	3
Psy 328 Mental Health	3
Psy 349 Introduction to Behavior Modification	3
Soc 338 Sociology of the Family	3
HE 427 Community and Public Health	3
HE 434 Diseases	3
HE 433 School Health Programs (K-12)	3
HE 462 Contemporary Health Issues	3
HE 466 Drugs and Alcohol	3
HE 467 Human Sexuality	3
HE 491 Stress Management	3
Approved electives	11
Total hours in major	64

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

Physical Education Major: Teaching Endorsement (K-12)

Common Core:	14
HE 250 Personal Health	3
HE 252 First Aid, CPR and Safety	3
HE 325 Nutrition	3
PE 230 Introduction to Health and PE	2
PE 463 Computer Applications in PE and Health	3
Professional Activity Core	14
Choose 1:	1
PE 130 Archery, PE 137 Racquetball, PE 133 Bowling, PE 208 Recreational Games	
Choose 1:	1
PE 218 Teach: Wrestling, PE 138 Self Defense	
Choose 2:	2
PE 134 Golf, PE 202 Teach: Badminton, PE 213 Teach: Tennis, PE 214 Teach: Track and Field	
Choose 1:	1
PE 205 Teach: Field Sports, PE 211 Teach: Soccer	
Choose 2:	2
PE 203 Teach: Basketball, PE 212 Teach: Softball, PE 216 Teach: Volleyball, PE 170 Games and Relays	
Choose 2:	2
PE 141 Fishing, PE 142 Backpacking, PE 112 Jogging/Walking, PE 204 Teach: Aerobics, PE 114 Aerobics	
Choose 1:	1
PE 206 Teach: Folk and Square Dance, PE 210 Teach: Social Dance, PE 209 Teach: Basic Rhythms	

Choose 1:	1
PE 215 Tumbling, PE 171 Gymnastics and Self Testing	
• Each of the Following:	
PE 246 Fundamentals of Movement	1
PE 217 Teach: Weight Training and Conditioning	1
PE 161 Aquatics II (or higher level)	1
Major Core	36
PE 310 Motor Learning and Development	3
PE 343 Organization and Administration of PE	3
PE 349 Sport Skill Analysis	2
PE 359 Care and Prevention of Athletic Injuries	3
PE 371 Kinesiology	3
PE 440 Legal Issues in PE and Sport	2
PE 444 Adaptive and Corrective Applications in Physical Education	3
PE 445 The Physical Education Curriculum	3
PE 446 Tests and Measurements in PE	3
PE 473 Physiology of Exercise	3
Approved electives	8
Total hours in major	64

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

Other Careers

In addition to preparation for a teaching career, students interested in health or physical education may combine studies in these fields with such other disciplines as psychology or business. These interdisciplinary non-teaching degrees equip students with the knowledge and skills to pursue careers as fitness directors or health promotion specialists in public or private agencies, corporations, health clubs, and spas.



BS in Education ASL/English Interpretation

The ASL/English Interpretation major is designed to prepare its graduates to enter the interpreting field as professionals who make a significant contribution to the service delivery team. These interpreters work with a variety of consumers in a wide range of settings, including business, education, social service, government agencies, the justice system and medical/mental health environments.

Graduates receive a non-teaching degree in education with program coursework distributed over the Sophomore, Junior and Senior levels. Freshmen and Sophomores may declare their intention to enter the program, and must complete Freshman and Sophomore prerequisite courses, but all students must apply for admittance to the major through a competitive process that occurs in the spring of the Sophomore year. To be admitted to the major, students must demonstrate academic success, a knowledge of American and American Deaf culture, spoken English fluency, and American Sign Language competency.

The major combines classes in language development, linguistics, education and professional practices, as well as interpreting theory, technique and the application of knowledge and skills to the interpreting performance. The program culminates in a final internship that requires students to transfer their knowledge and skills to a professional setting. By selecting a minor to support the interpretation major, students have the opportunity to add depth and breadth to their base of knowledge while they specialize in specific content areas that are congruent with their professional goals.

Liberal Arts Core 72 Interpreting Major 61

Ed 312 Students, Teachers, Schools & Society 3
Ed 481 Introduction to Educational Linguistics 3

OR

Ed 483 Cultural and Community Needs of IEP Students in the Instructional Process 3
Ed 484 First & Second Language Acquisition in Bilingual/ESL Programs 3
SpEd 201, 202, 203 American Sign Language IV, V, VI 9
SpEd 253 Comparative Linguistics: ASL/English 3
SpEd 254 Introduction to the Profession of Interpreting 3
SpEd 330 Theory & Process of Interpreting... 3
SpEd 340 Ethics & Decision Making for Interpreters 3
SpEd 341, 342 Interpreting I, II 6
SpEd 341L, 342L Interpreting Lab I, II 0
SpEd 420 Deaf History: Social & Cultural Issues 3
SpEd 441, 442 Interpreting III, IV 6
SpEd 441L, 442L Interpreting Lab III, IV 0
SpEd 468 Specialized Interpreting Techniques 1
SpEd 492 Sign Systems in the Classroom 3
SpEd 410 Internship 12

Minor 27
Recommended Electives 9
Electives 23

Total required for degree 192

Graduate Programs

Master's degree programs in Special Education are available in the following areas:

- Learning Disabilities (Handicapped Learner)
- Multihandicapped (Severely Handicapped Learner)
- Teacher Preparation: Deafness
- Early Intervention/Special Education

Non-degree endorsement programs at the Basic and Standard level include:

- Handicapped Learner (Basic and Standard)
- Severely Handicapped (Basic and Standard)
- Teacher Preparation: Deafness (Standard only)
- Early Intervention/Special Education (Basic and Standard)

Rehabilitation Counselor Education

This program is designed to prepare students to become rehabilitation counselors who serve disabled clients in a variety of public and private agencies.

The primary objective of the multidisciplinary curriculum is to provide knowledge and competencies in the following areas:

- Counseling skills
- The rehabilitation process

For those electing the Rehabilitation Counseling: Deafness program, competencies are developed in the additional areas of:

- American Sign Language and communication strategies with disabled clients
- Implications of hearing impairment and other disabling conditions.

Specific graduate programs and course work are listed in the Graduate Study section of this catalog. Interested students should contact program advisors to identify procedures for admission to the program of their choice and to develop a program plan. (Both program level admission and School of Education admission are required, in addition to admission to graduate study.)

Related Programs and Services

The Special Education Division includes a variety of externally funded or self-supporting projects and services that are integrally

related to the teacher preparation programs. Following are ongoing programs and services:

Summer Basic Skills Clinic

This summer clinic provides assistance to children with problems in reading and basic skills. It is staffed by students in the Learning Disabilities/Handicapped Learner program under the supervision of Special Education Division faculty.

Regional Resource Center on Deafness

The RRCD has two primary roles: 1) the preparation of individuals for various professions in the field of deafness, and 2) the provision of deafness information and referral services for the four Northwest states of Alaska, Idaho, Oregon, and Washington. Through its training, consultation and advocacy efforts, the center has also contributed to the development of many effective community-based programs and services for deaf and hard of hearing people. The Western campus has become known throughout the Northwest for its comprehensive support services for deaf and disabled students who have enrolled in both undergraduate and graduate programs at the college.

Professional preparation programs in deafness offered through or in conjunction with the RRCD include:

- American Sign Language/English Interpretation. A B.S. degree in Education (non-teaching) with a major in ASL/English Interpretation that prepares interpreters to work in a variety of settings.
- Rehabilitation Counseling. An eight quarter master's degree program that prepares counselors to work with people with disabilities (see Graduate Study section).
- Teacher Preparation: Deafness. A graduate level program that leads to K-12 certification as a teacher of hearing impaired students (see Graduate Study section).
- Rehabilitation Counseling with Deaf and Hard of Hearing Adults. An intensive four-week program offering nine quarter hours of course work to current practitioners in rehabilitation and related social services.
- Interpreter Education Center. An inservice training program for working sign language interpreters in the states of Alaska, Idaho, Washington and Oregon.
- Summer Interpreter Education Program. Offers professional development activities for classroom interpreters for deaf students with emphasis on those serving in rural areas of the Northwest.

School of education course descriptions

Computer Science Education

UPPER-DIVISION COURSES

CSE 406 Special Individual Studies
3 hours

Terms and hours to be arranged.

CSE 407/507 Seminar 1-6 hours,
variable

Terms and hours to be arranged.

CSE 408/508 Workshop 1-9 hours

Terms and hours to be arranged.

CSE 409 Practicum 3-9 hours

Field Placement in a setting where computer education applications may be encountered under guidance and supervision.

CSE 410/510 Computers in Education 3 hours

Analysis of strategies and techniques for using computers in instruction. Skills development in adapting application software for inclusion in lesson plans.

CSE 420/520 Computer as a Management Tool 3 hours

An exploration of record keeping, planning and forecasting techniques. Performance of needs analysis of management tasks.

Practical, hands-on experience with word processor, electronic spreadsheet, graphing program and data base manager is provided. Prerequisite: CSE 410/510 or consent of instructor.

CSE 430/530 Desktop Publishing and Presentations 3 hours

Application of the computer to create, organize and display text and graphics in print and non-print media. Training on a graphics program, page layout program and a slide transparency generating program.

CSE 436/536 LOGO as a Learning Tool 3 hours

An exploration of the LOGO philosophy and how it relates to developmental learning theories with application in varying curricular areas. Extensive opportunity for hands-on experience.

CSE 454/554 Authoring Systems 3 hours

The selection, evaluation and use of authoring systems to develop an instructional unit.

Education

LOWER-DIVISION COURSES

Ed 111 Contemporary Education
2 hours

Exploration of trends and educational practices in today's schools coupled with field experiences in public schools, working directly with children in grades K-12.

Ed 199 Special Individual Studies
1-6 hours

Terms and hours to be arranged
Individual projects, practicum on special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 200 Multiculturalism in the College Experience 3 hours

This course is designed to assist students from diverse socio-economic, cultural, and experiential backgrounds in addressing the personal, social, academic, financial, and campus climate issues within a multicultural context. They will be provided with opportunities to reflect on the culture of the institution as well as their own heritage. Instructional efforts will focus on increasing the awareness of cultural differences within the college community, self-assessment of possible prejudices, and desirable behavioral changes in becoming a confident multicultural person. Prerequisite: College Enrichment Program participants, CEP participants planning to major in education permission of the instructor.

Ed 220 Introduction to Early Childhood Education 3 hours

An introductory course in the principles and basic theories of early childhood education. An overview will be presented of the physical, perceptual-motor, social-emotional and cognitive development of the young child. A description of child care environment, assessment programs and curricular designs also will be included. Opportunities will be given to observe and participate in developing experiences for young children.

UPPER-DIVISION COURSES

Ed 303 September Experience
1-3 hours

This one to three week pre-student teaching program is required of all education students, who will select or be assigned to a school in the weeks prior to its opening in the fall. A one-day seminar will be held at or near the conclusion of this experience.



School of education course descriptions

Ed 312 Students, Teachers, Schools and Society 3 hours

Includes historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism (bilingual/multicultural, talented and gifted, handicapping conditions, disadvantaged students); current issues and effective schools. Prerequisite: 2.75 gpa.

Ed 357 Assessment and Evaluation (Secondary) 3 hours

Self-evaluation, micro-teaching lab, tests and measurement. Students will be able to develop, administer and interpret curriculum aligned tests; analyze their own skills in test administration and construction; and acquire knowledge regarding standardized tests. Prerequisite: Psy 225, 2.75 gpa and passing score on CBEST.

Ed 358 Christmas in the Country 1 hour

A practicum experience providing an opportunity for students to spend a week in a school prior to Christmas vacation. Students participate in the school and community activities.

Ed 387 Reading, Writing and Children's Literature I 3 hours

Integrates current research in teaching reading, writing and children's literature. Developmental stages of children will be stressed as a focus for instruction in reading and writing. Various genre of children's literature and selected authors and illustrators will be examined, as well as ways of using children's literature across the curriculum. A variety of approaches to the teaching of reading and writing will be explored.

Ed 388 Reading, Writing and Children's Literature II 3 hours

Integrates current research in teaching reading, writing and children's literature. Developmental stages of children will be stressed as a focus for instruction in reading and writing. Various genre of children's literature and selected authors and illustrators will be examined, as well as ways of using children's literature across the curriculum. A variety of approaches to the teaching of reading and writing will be explored.

Ed 389 Reading and Telling Children's Stories 3 hours

Techniques and principles for sharing stories with children through reading and story-telling. Involves study and selection of literature for children of all ages. Opportunities to investigate stories used for such special topics as puppetry, bibliotherapy, crafts, choral reading and special ethnic or minority groups.

Ed 391 Establishing a Personalized Classroom Climate 3 hours

Students will make and justify decisions related to establishing a classroom climate based on effective communication, clearly articulated expectations and equitable treatment of all pupils. Strategies will be learned for responding to individual needs, monitoring and encouraging appropriate behavior, understanding conflicts, dealing with stress, and utilizing support personnel and materials to address student and teacher needs.

Ed 392 Planning and Assessment 3 hours

Students will develop in a laboratory setting the understanding and skills needed to make instructional decisions in the areas of content, student understanding, teaching and assessment.

Ed 399 Special Studies 3 hours

This course is designed for an individual or group in a special interest area under the instruction and guidance of a designated staff member. This course may also be used for a field experience placement.

Ed 402 Early Student Teaching 2 hours

Orientation to student teaching and an extension of the total experience.

Ed 406 Special Individual Studies 1-6 hours Terms and hours to be arranged.

Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 407 Seminar 1-15 hours Terms and hours to be arranged.

Ed 408 Workshop 1-15 hours Terms and hours to be arranged.

Ed 409 Practicum 1-12 hours Bilingual Education/ESL Early Childhood Education Educational Media Elementary

Ed 414 Student Teaching I 3 hours

This course includes a total of four weeks, which are spent in the schools observing, analyzing and assuming minimal classroom responsibilities including the teaching of at least one lesson which the student will prepare and present.

Ed 415 Student Teaching II 6 hours

Includes a full-time, four-week opportunity to work in a school. Student will assume increasing responsibility for instruction from single lessons to a full day, culminating in the completion of a three-day full responsibility teaching experience. Successful completion of the short term, full responsibility teaching will be required for continuation to extended full responsibility during Student Teaching III.

Ed 416 Student Teaching III 12 hours

Complete a nine-week period of student teaching, with greater classroom responsibilities than during Pre-Student Teaching I or II. Students will use this time to complete a portfolio showing their ability to bring about learning gains within the school setting.

Ed 417/517 Cooperative Learning 3 hours

Materials from Johnson and Johnson, Dishon and Wilson-O'Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled, and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

Ed 420 Learning/Teaching Models 4 hours

Examine current research of learning, teaching models; participate in a practicum in school setting. Taken concurrently with Ed 425, 430 and 435.

Ed 424/524 Measurement in Education 3 hours

Theory of educational measurement. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Use of informal and standardized tests for the diagnosis, analysis and evaluation of learning and instruction. Simple statistics of test interpretation.

School of education course descriptions

Ed 425 Curriculum and Planning 3 hours

Study of current curriculum and governing practice; instruction in planning and design of courses. Taken concurrently with Ed 425, 430 and 435.

Ed 430 Management and Motivation 2 hours

Students will become familiar with and practice management techniques for the classroom. Successful programs with high motivation for students will be examined. Taken concurrently with Ed 425, 430 and 435.

Ed 435/535 Technology and Computer Applications 3 hours

Students form a conceptual framework for integrating instructional technology and evaluate its potential for improving learning. The impact of computers and emerging technologies on educational practice are examined. Taken concurrently with Ed 425, 430 and 435.

Ed 437/537 Whole Language Strategies 3 hours

The integration of speaking, listening, writing and reading is the focus. Students will learn to plan and develop units of instruction utilizing strategies for implementing Big Books, songs and chants, and quality children's literature. Skills and information from other curricular areas will be incorporated into these units.

Ed 441/541 Small Camera Video Production 3 hours

Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

Ed 445/545 Whole Language Strategies - Middle School 3 hours

Strategies for integrating language arts instruction, with an emphasis on quality children's literature is the focus for this course. Writing as a process, the workshop approach to reading and writing, and reading and writing across the curriculum will also be stressed. Students will learn to plan, implement and evaluate units of instruction based on themes or pieces of related literature.

Ed 447/547 The Developing Child and the Environment 3 hours

This course will study the developing child's behaviors, attitudes and abilities; integrate the contexts in which a child develops, including the relationships and interactions of the people in the environment; emphasize skills to help children adapt optimally to the varied cultures in our changing world.

Ed 448/548 Developmentally Appropriate Practices 3 hours

Exploration of the unique approach necessary to successfully teach children aged 3-8. Emphasis will be on matching teaching to the learning abilities of the young children, including non-English speakers.

Ed 451 Reading and Writing in Secondary Schools 3 hours

A course of reading, writing and study skills for the content area specialists. Students will also examine and develop a variety of assessment instruments which will lead to a wide range of teaching strategies.

Ed 452 Applied Human Learning I - The Social Arts: Social Studies and Language Arts 3 hours

Within a seminar/laboratory format, this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. Areas of emphasis will include the social sciences, the language arts areas of speaking and listening, interpersonal communication skills, human relations, social skills, management approaches and leadership styles.

Ed 453 Applied Human Learning II: Mathematics/Science 3 hours

In the planning and implementation of strategies and concepts related to math and science, students will learn and make use of the process approach, the conceptual approach, problem solving and guided discovery. Integration in planning, use of teaching strategies and concept attainment within and between these two subject areas will also be emphasized.

Ed 454 Applied Human Learning III: Integration and At Risk 3 hours

Within a seminar laboratory structure, this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be curriculum development and methods of instruction. The area of emphasis will be upon integrating subjects into thematic units. Inquiry, creativity, problem solving, and curriculum innovations will be major topics along with techniques that are effective with special populations including at risk youth.

Ed 455/555 Foundations of Literacy, K-Adult 3 hours

Study of concepts and processes related to developmental instruction in elementary school, middle school, secondary school, and adult education. Will provide opportunity to acquire knowledge about reading and the variables and procedures related to the process of learning to read in the above settings. Prerequisite: a developmental reading course or consent of instructor.

Ed 457/557 The Parent-Educator Partnership 3 hours

The purpose of this course is to explore the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

Ed 458/558 Organization and Management of Early Childhood Education Programs 3 hours

Organization and management skills of Early Childhood Education program development and implementation will be included in the course. Federal and state laws governing ECE programs will be reviewed. Students will create an ECE model program.

Ed 462/562 Encouraging Discouraged Children 3 hours

An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

Ed 467/567 Language Development and Reading 3 hours

Introduces the student to the concept that language development is a continuous, sequential process of learning at every level from kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student will analyze the interrelationship between language development, reading and communication skills.

School of education course descriptions

Ed 475/575 Innovation in General Mathematics Education 3 hours

A review of curricular trends in the broad areas of general mathematics education. Emphasis on current pedagogical implications of learning theory applied to concept development and teaching basic skills. Field trips and laboratory experiences are designed to explore the concrete-manipulative approach to learning mathematics.

Ed 477 Reading in the Middle School 3 hours

Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school; emphasis on extending word recognition and vocabulary, comprehension; work-study skills; individual differences; grouping practices; individual readings; importance of recreational reading and improvement of reading tastes; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: developmental reading class or consent of instructor.

Ed 478/578 Evaluation in School Mathematics 3 hours

A study of standardized and teacher-made evaluation instruments in mathematics to include prognosis, diagnosis, achievement and remediation. Emphasis will be given to the nature, causes and correction of learning difficulties in mathematics at all levels.

Ed 479/579 Parent, Teacher, Child, Community Relations 3 hours

Parent-teacher conferencing and interviewing techniques utilizing parents as educational resources; developing teacher-aide relationships; utilizing community agencies; involves demonstrations and observations.

Ed 481/581 Introduction to Educational Linguistics 3 hours

Methodology in the development of English skills in limited English proficiency students will be the main focus, with emphasis on speaking and listening. Various approaches and techniques for second language teaching will be explored, as well as language proficiency assessment, second language scope and sequence, and resources.

Ed 482/582 Bilingual/ESL Education—Principles and Practices 3 hours

Surveys the historical development of bilingual education both nationally and internationally. It will provide the student with insight into government policy and legal aspects of bilingual education as well as theory and research in the field. Emphasis will be placed on the history and philosophy of bilingual education in a cross-cultural context.



Science lab in the late 1800's.



Ed 483/583 Cultural and Community Needs of LEP Students in the Instructional Process 3 hours

Cultural differences and their impact in the classroom will be explored. Focus will be placed on the educational system and its need to provide cultural support and community involvement in the educational process. Great emphasis will be placed on the LEP students' motivation, learning styles and strategies which result from cultural differences. Strategies to maximize learning using cultural and community resources will be addressed.

Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program 3 hours

Students will understand the differences in first and second language acquisition and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and applications to the bilingual classroom setting will be emphasized.

Ed 485/585 The Early Childhood Educator 3 hours

A foundations course in early childhood education. Covers the historical, philosophical and theoretical base of early childhood education. Emphasizes professional commitment and responsibility.

Ed 486/586 First and Second Language Approaches to Teaching Subject Matter in Secondary Schools 3 hours

This course focuses on planning for instruction bilingually or by language groups. Assessment of student need as well as strategies and approaches for managing bilingual/multicultural instruction will be explored.

Ed 487/587 Alternative Secondary Curricula and Materials for Second Language Learners 3 hours

This course places emphasis on the study of alternative curriculum patterns and materials which are conducive to the second language learner's achieving expected learner outcomes needed for course completion and high school graduation.

Ed 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms 3 hours

Various curriculum organizational models and exploration and application of a variety of instructional and management strategies will be addressed. Emphasis will be placed on problem solving given a variety of school and classroom situations and environments.

School of education course descriptions

Ed 492/592 Classroom Strategies in First and Second Language Reading and Language Arts 3 hours

Examines language arts materials as well as instructional strategies for native language development and second language development. A language continuum will be identified and its relationship to approaches in first and second language development will be studied. Students will learn how to adapt commercially available materials and develop supplementary language activities.

Ed 493/593 Bilingual/Multicultural Teaching Methods in Content Area Instruction 3 hours

Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. The development of lesson plans and materials based on multicultural and bilingual content will be explored.

Ed 494 Diagnosis and Prescription in Native Language Instruction—Elementary 3 hours

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient students will be addressed. Emphasis will be placed on interdependence of first and second language reading and instructional decision-making of transitional reading programs.

Ed 495 Diagnosis and Prescription in Basic Skills for LEP Students 3 hours

Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting. Emphasis on individualizing instruction and monitoring procedures to determine student progress.

Ed 496 Cross-Disciplinary Advanced Teaching Strategies 2 hours

This is a course designed to promote interaction among students, discussions regarding methodology, and professionalism in secondary education. The course will focus on group processes in the development of an integrated multidisciplinary unit including curriculum and aligned performance outcomes and goal directed assessment and curriculum. Personal growth and involvement will be emphasized.

Ed 496L Advanced Teaching Strategies Lab: 1 hour

A discipline specific lab designed to promote experimentation with teaching strategies within the academic disciplines and to promote interaction among students, discussions regarding methodology, professionalism, and research in the fields of: Health, Language Arts, Math, Science, and Social Studies.

Ed 497 Pre-Student Teaching (Secondary) 3 hours

Intended to be a pre-student teaching placement which will allow the student to gain knowledge about the setting, curriculum and the professional educator with whom the student will be placed for the major student teaching experience. In addition to the practicum placement there will also be a seminar.

Ed 498 Student Teaching (Secondary - K-12) 3-12 hours

A major opportunity for the student to demonstrate teaching skills and gain an understanding of professional responsibilities.

Ed 499 Applied Research: Content Area 3 hours

This course will be taken with student teaching and will include preparation of work samples, analysis of the teaching/learning process, evaluation of student learning, examination of research materials on effective schooling, and the review of teaching strategies.

Library Science

UPPER-DIVISION AND GRADUATE COURSES

Lib 406 Special Individual Studies 1-9 hours Terms and hours to be arranged.

Lib 407 Seminar 1-6 hours, variable Terms and hours to be arranged.

Lib 409 Practicum 3-9 hours Terms and hours to be arranged.

Lib 410/510 Library Management 3 hours

Analysis of library systems such as acquisitions, technical processes, cataloging and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

Lib 420/520 Organization of Library Collections 3 hours

Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems and L.C. Sears and other subject heading lists. Survey of commercial vendors cataloging services and on-line cataloging systems.

Lib 430/530 Literature for Children and Young Adults 3 hours

The development of an understanding of literacy theory appropriate to literature for children and young adults. Information about selection processes, authors, illustrators and books for pupils from pre-school through high school is included.

Lib 436/536 Information Design and Production 3 hours

Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. The purpose of this course is to develop various skills in creation of graphics and lettering by a variety of methods, instruct students in techniques of preservation and presentation of graphic audio and video materials, and to offer the students the opportunity to demonstrate the skills acquired in materials production and use. Prerequisite: Ed 435/535 or consent of instructor.

Lib 440/540 Information Service and Sources 3 hours

Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

Lib 450/550 Collection Development 3 hours

A study of the concepts of collection assessment and development. Examination and use of selection tools and criteria for all types of print and non-print materials and equipment. Development of selection policies for both materials and equipment as well as philosophical viewpoints and current issues in censorship and intellectual freedom.

Lib 470/570 Teaching Information Skills 3 hours

Exploration of curriculum developments, currently available materials, programs and techniques used to teach information skills. Examination of state and national standards and guidelines for library media programs.

School of education course descriptions

health and physical education

Health

LOWER-DIVISION COURSES

HE 199 Special Studies 1-15 hours
Terms and hours to be arranged.

HE 211 Techniques of Relaxation 3 hours

A survey of the prime stressors in modern society with emphasis on personal sources and vulnerability to stress. Each person will design a personalized relaxation strategy.

HE 250 Personal Health 3 hours

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

HE 252 First Aid, CPR and Safety 3 hours

Emergency treatment of injuries or sudden illnesses. Upon successful completion the student receives a Red Cross and CPR card.

HE 253 First Aid Instructor 3 hours

This course is for advanced first aid students. Students receive additional cardiopulmonary resuscitation instruction with a chance for an instructor's rating in this area as well as in first aid. Instructors are taught to handle techniques and skill sessions. Prerequisites: HE 252 or CPR or First Aid certification.

UPPER-DIVISION AND GRADUATE COURSES

Admission to some upper division classes may be limited to students who have been formally admitted to the Division. Admission to the Division is determined by a formal process and is selective.

HE 325 Nutrition 3 hours

The relationship of food and its components to health, with emphasis on the young adult; current national and international nutritional concerns are discussed.

HE 351 School Health Program: Elementary 3 hours

Teaching of health education with emphasis on health knowledge, attitudes and habits of school children, and the development of a health service program. Special study of the state health education program.

HE 406 Special Individual Studies 1-15 hours
Terms and hours to be arranged.

Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 407 Seminar 1-15 hours
Terms and hours to be arranged.

Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 409 Practicum 1-12 hours
Terms and hours to be arranged.

HE 427 Community and Public Health 3 hours

Nature, principles and growth of community health; vital statistics; consumer health; functions of voluntary and governmental health organizations in Oregon.

HE 433 School Health Programs K-12 3 hours

Provides skills and competencies in administration of the health program and services, and curriculum design.

HE 434 Diseases 3 hours

Modern concepts of diseases, prevention and control of diseases; characteristics of common communicable diseases; chronic disease control; special chronic diseases and programs of prevention and control. Prerequisites: Bi 218, 334, and 335.

HE 462 Contemporary Health Issues 3 hours

An analysis of current health issues, including drug education; an understanding of man's ecology and man's interaction to society; and the impact of political, psychological, sociological and economic factors on human health.

HE 466/566 Study of Drugs and Alcohol 3 hours

A study of the historical, cultural, economic, legal, medical and health factors involved in the use of various drugs, including alcohol, in contemporary society.

HE 467 Human Sexuality 3 hours

An examination of the various dimensions of human sexual expression with particular emphasis on implications for human health; includes biomedical, psychosocial and cultural aspects. There will be a focus on sex education.

HE 491/591 Stress Management 3 hours

An examination and application of accepted stress management strategies with emphasis on helping others to eliminate, reduce or mediate stress.

HE 496 Methods and Materials in Health Education K-12 3 hours

An in-depth and comprehensive methods and materials class, teaching skills and competencies in administration of the health program and services, philosophy and goals. Prerequisite: Senior standing.

Physical Education

LOWER-DIVISION COURSES

PE 100-119 Conditioning Activities 1 hour

Sports (baseball, basketball, etc.), weight training and conditioning, jogging and aerobic dance.

PE 120-129 Rhythms and Dance 1 hour

Folk and square dance, social dance, and basic rhythms.

PE 131 Individual Health and Fitness 2 hours

Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities, community resources. Lab activities will include an exposure to various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program. One hour of lecture and two hours of lab per week.

PE 130-149 Individual Sports 1 hour

Badminton, tennis, archery, handball, racquetball, self-defense, wrestling, backpacking, bowling, golf, gymnastics, fishing.

PE 150-159 Team Sports 1 hour

Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

PE 160-169 Aquatics 1 hour

PE 170-179 Elementary PE Activities 1 hour

(These courses are designed especially for the elementary education major.)

PE 200-229 Professional Activities 1 hour
(For PE Majors and Specialists.)

PE 230 Introduction to Physical Education and Health 2 hours

This course initiates the student into the professional preparation program by overviewing the various programs and options. History development, organization, philosophies and trends in the field are reviewed. Career opportunities and professional organization also are covered. From the study of these areas, students are motivated to develop their own philosophies, concepts and career choices.

School of education course descriptions

PE 246 Fundamentals of Movement 1 hour

Activity and theory designed to examine, experience and develop progressions in the fundamental or basic skills associated with human performance. Body mechanics, locomotor, non-locomotor, manipulative and perceptual motor skills included.

PE 250-269 Intercollegiate Athletics 1 hour

PE 291 Life Guard Training 2 hours

PE 292 Water Safety Instructor 2 hours

UPPER-DIVISION AND GRADUATE COURSES

Admission to some upper division classes may be limited to students who have been formally admitted to the Division. Admission to the Division is determined by a formal process and is selective.

PE 301 Basic Exercise Sciences 3 hours

Designed to provide basic exercise information in the areas of kinesiology and physiology of exercise. No scientific background is prerequisite.

PE 310 Motor Development and Learning 3 hours

An examination of motor development in childhood and adolescence; analyzing theories and concepts applicable to motor learning and the teaching of motor skills.

PE 320 Fitness and Recreation Programs for the General Population 3 hours

A developmental and practical application of fitness and recreation activities that would effectively apply to all age groups of the general population. Incorporates scientific knowledge into programs for health clubs, recreation and community centers, and private or public corporations.

PE 337, 338, 339 Officiating Sports 1 hour each term

Rules, techniques and game practice in men's and women's sports.

PE 343 Organization and Administration of Physical Education 3 hours

Policies and procedures, facilities, staff, budget, scheduling, equipment.

PE 359 Care and Prevention of Athletic Injuries 3 hours

Study and practice in massage, bandaging, treatment of sprains, bruises, strains and wounds; the importance of diet and conditioning. Prerequisite: Bi 334.

PE 361 Coaching Youth Sports 2 hours

Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.

PE 365 Football Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PE 366 Basketball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. Prerequisite: activity course in basketball.

PE 367 Baseball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PE 368 Track and Field Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in track and field.

PE 369 Wrestling Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in wrestling.

PE 370 Volleyball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of contests and tournaments. Prerequisite: activity course in volleyball.

PE 371 Kinesiology 3 hours

The study of human motion; implications for the learning and teaching of physical education activities and coaching of sports at the varsity level; includes a brief review of anatomy and physiology. Prerequisite: Bi 334.

PE 375 Athletics: Coaching and Administration 3 hours

An examination of the dynamics of personal interaction in athletics; guidance in practice and game organization and conduct; and knowledge of the scope and function of athletic governing bodies as well as current trends and problems in athletics.

PE 406 Special Individual Studies 1-4 hours

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 407 Seminar 1-4 hours

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 408 Workshop 1-4 hours

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 409 Practicum 1-12 hours

Terms and hours to be arranged.

PE 433 Physical Education in the Elementary School 3 hours

Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluation programs with reference to basic principles of physical education for elementary teachers. Prerequisite: Junior or senior standing.

PE 440 Legal Issues in PE and Sport 2 hours

Background in the legal issues involved directly with the student's chosen field. Standard cases will be previewed.

PE 444 Adaptive and Corrective Applications in Physical Education 3 hours

Programs, methods and facilities necessary for the physical education of those students who, because of disability, need remedial instruction.

PE 445/545 The Physical Education Curriculum 3 hours

Construction of physical education curricula on the basis of accepted principles, criteria, functions and evaluations; emphasis on integration with the total school program. Prerequisite: Senior, Post-Baccalaureate, or Graduate standing.

PE 446 Tests and Measurements in Physical Education 3 hours

The use of tests and measurements in physical education; evaluation of objectives, programs and student achievement through measurement techniques. Prerequisite: Junior or Senior standing.

PE 447/547 Principles of Physical Education 3 hours

History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. Prerequisite: senior standing or consent of instructor.

School of education course descriptions

PE 459 Recognition and Evaluation of Athletic Injuries 2 hours

Advanced study in the area of recognition of signs, symptoms, interpretation and practical application of functional stress tests which aid in the evaluation of athletic injuries. Prerequisite: PE 359.

PE 460 Therapeutic Exercise: Foundations and Techniques 2 hours

Advanced study in the development and application of appropriate exercise principles and techniques used in the care and treatment of muscular skeletal injuries. Prerequisite: PE 359.

PE 463 Computer Applications in PE and Health 3 hours

Current software applications in physical education and health. Students will select programs relative to their interest areas to investigate and evaluate. Hardware modifications and the use of interactive devices will be demonstrated. Prerequisite: Senior standing.

PE 473 Physiology of Exercise 3 hours

Physiological effects of muscular exercise, physical conditioning and training. The significance of these effects for health and for performance in activity programs. Prerequisites: Bi 334 and 335.

PE 483 Sport Skill Analysis 2 hours

Designed to provide a background for the major student in analyzing physical activity for various sport/skill movements. Prerequisites: PE 310 and 371.

PE 496 Physical Education Methods and Materials (K-12) 3 hours

Development of teaching strategies in physical education activities, grades K-12. (For PE majors and specialists.) Prerequisite: Junior Senior standing.

Special Education

LOWER-DIVISION COURSES

SpEd 101 American Sign Language I 3 hours

This is the first in a related series of courses that focus on the use and study of American Sign Language (ASL), the language that is widely used by Deaf Americans. This course includes basic ASL vocabulary, grammatical structures, and conversational behaviors. Students are introduced to the values and beliefs shared by members of Deaf Culture and the behavioral norms of the Deaf Community.

SpEd 102 American Sign Language II 3 hours

This is the second in a related series of courses that focus on the use and study of American Sign Language (ASL). This course includes intermediate ASL vocabulary, grammatical structures, and conversational behaviors. Special focus will be emphasized on developing more awareness of the cultural values and beliefs shared by the Deaf Community.

SpEd 103 American Sign Language III 3 hours

This is the third in a related series of courses that focus on the use and study of American Sign Language (ASL). This course continues to increase ASL vocabulary, grammatical structures, and in depth cultural awareness. Cultural information centers upon the ways in which hearing people can work with Deaf people to establish culturally-appropriate relationships.

SpEd 104 ASL Enhancement for Experienced Signers 3 hours

This intensive ASL course for working interpreters focuses on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors, and cultural appropriateness. Prerequisite: By application only.

SpEd 105 ASL Enhancement for Fluent Signers 3 hours

This intensive ASL course for working interpreters focuses on the development of advanced ASL communication skills, including complex sentence types, inflection, and registers. The emphasis is on grammatical sophistication and production fluency. This course includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction. Prerequisite: By application only.

SpEd 200 Introduction to Careers in Special Education 2 hours

Survey of career opportunities in special education. Students will survey and study handicapping conditions, visit facilities and meet persons in service to the handicapped in order to more appropriately make career choices in special education.

SpEd 201 American Sign Language IV 3 hours

This course provides students with the opportunity to develop and use stories and language activities in both receptive and expressive modes. Nonmanual behavior, ASL structure, and fluency will be included to challenge students' ability to increase expressive and receptive skills in ASL. Perspectives on Deaf Culture will be discussed.



School of education course descriptions

SpEd 202 American Sign Language V **3 hours**

This course provides students with opportunities to expand expressive and receptive use of the language at an advanced level. Special focus will be placed on increasing sign clarity, fluency and nonmanual behavior. Deaf Culture will be included in class discussions.

SpEd 204 American Sign Language VI **3 hours**

This is the sixth in a related series of courses that focus on the use and study of American Sign Language (ASL). Course content includes the ways in which signers construct meaning and messages in ASL, grammatical variation, and discourse strategies over a variety of topics. Emphasis is on accuracy and fluency.

SpEd 206 Introduction to the Process of Interpreting **3 hours**

This course introduces students to the profession and the process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages. Prerequisite: By application only.

SpEd 207 Introduction to the Professional Aspects of Interpreting **3 hours**

This course introduces students to ethics and professional practices of interpreting, group theory, legal aspects, problem solving, conflict resolution, and educational theory, child placement procedure, and a collaborative approach to service delivery in educational settings. Prerequisite: By application only.

SpEd 221 Interpreting Practice I **3 hours**

This course introduces students to the production aspects of interpretation. Students analyze texts linguistically and functionally, focusing on register, style, affect and meaning. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively-interpreted dialogues and monologues. Students are introduced to team interpreting. Prerequisite: By application only.

SpEd 222 Interpreting Practice II **3 hours**

This course concentrates on production aspects of spontaneous interpreting/transliterating. Students incorporate linguistic and functional analyses into consecutive and simultaneous interpretations/transliterations. Students work with recorded material and with guest speakers. Emphasis is on accuracy and fluency. Students are introduced to relay and oral interpreting. Prerequisite: By application only.

SpEd 250 Introduction to Comparative Linguistics **3 hours**

This course introduces students to comparative linguistics. Students will use a comparative/contrastive approach to the study of English and ASL, and will focus on grammatically-acceptable ASL productions. Students will be introduced to the linguistic and culturally-based communication issues that influence the interpreting process. Prerequisite: By application only.

SpEd 253 Comparative Linguistics: ASL/English **3 hours**

This course is designed to compare the grammatical structures of American Sign Language and English. Students will use a comparative/contrastive approach to the study of ASL and English and will focus on grammatically-acceptable ASL productions. Students are introduced to the linguistic and culturally-based communication issues that impact the interpreting process.

SpEd 254 Introduction to the Profession of Interpreting **3 hours**

An introductory overview to the profession of interpreting. Course content includes the history of interpreting, terminology, the responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options, and current issues.

SpEd 257 Introduction to Discourse Analysis **3 hours**

This course focuses on the specialized discourse and vocabulary of specific content areas that appear in educational settings, including mathematics, science and computers. Includes sociolinguistic factors that influence communication, strategies for analyzing discourse, and the discourse varieties of ethnic minorities. Prerequisite: By application only.

SpEd 261 Preparation for Mentorship **2 hours**

This course prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. The course focuses on theoretical models of mentorship and interpretation; materials available for skill and knowledge upgrading, and the tasks of interpretation. Students will explore the implications of language acquisition/learning on teaching, tutoring and modeling for working interpreters and interpreting students. Prerequisite: By application only.

SpEd 262 Preparation for Mentorship II **2 hours**

This course the second in a series of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. This course focuses on the philosophy and methodology of various assessment and evaluation strategies that can be applied to interpretation. Mentors will encourage independent interpreters to participate in on-going process assessment and monitor their own interpreting process and product on a daily basis. Students examine the functions of language and interpreting assessment, evaluate sample assessment tools, and develop diagnostic instruments that can be used with working interpreters and interpreting students. Prerequisite: By application only.

SpEd 263 Preparation for Mentorship III **2 hours**

This course prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. This course, the third in a series of three, traces the history of ASL and English use in educational settings. Students will investigate the design and implementation of Signed English systems, their theoretical and philosophical roots, their use with deaf children, and materials for skill upgrading. Students will use current research to develop theoretically-based decision-making strategies for the use of ASL and Signed English with deaf consumers in educational settings. Prerequisite: By application only.

SpEd 270 Educational Interpreting: Classroom Theory and Techniques I **3 hours**

This course presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. It is the first of a two-term sequence covering adaptation of environmental conditions and classroom activities for students experiencing communication and language related challenges due to a hearing loss. Prerequisite: admission to Educational Interpreting program or consent of instructor.

School of education course descriptions

SpEd 271 Educational Interpreting Skills I 3 hours

This skill development course is designed to introduce specialized techniques of application to interpreting within the educational setting. Emphasis will be on transliteration, specialized terminology, language assessment/communication skills appropriate for use with deaf and hearing impaired mainstreamed students, and professional considerations. Prerequisite: admission to Educational Interpreting program or consent of instructor.

SpEd 275 Educational Interpreting: Classroom Theory and Techniques II 3 hours

This course presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. It is the second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques. Prerequisite: SpEd 270.

SpEd 281 Teaching American Sign Language 2 hours

This course introduces students to the linguistic features of ASL as a base for second language instruction. Students study ASL on the levels of phonology, morphology, syntax, semantics and discourse. Includes a comparison of visual-gestural and vocal-auditory languages and the implications for teaching ASL to hearing students. Prerequisite: By application only.

SpEd 282 Teaching American Sign Language II 2 hours

This course, the second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction, and current approaches to American Sign Language (ASL) teaching. Students will analyze current curriculum and develop teaching strategies based upon a study of second and foreign language teaching methodologies. Prerequisite: By application only.

SpEd 283 Teaching American Sign Language III 2 hours

This course, the third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate the use and factors involved in designing assessment instruments, current approaches to language assessment, available instruments for the assessment of American Sign Language (ASL) skills, and diagnostic strategies to guide students toward more effective language learning. Prerequisites: By application only.

UPPER-DIVISION COURSES

SpEd 330 Theory and Process of Interpreting 3 hours

This course introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse, and the theory and process of bilingual/bicultural interpreting. Course content includes the ways in which speakers construct messages, current theories in the process of interpreting, language acquisition/language learning theories and their impact on the interpreting process. Content also includes interpreting task analysis, pre-interpreting skills, and process management skills that promote the effective analysis of interpreted messages.

SpEd 340 Ethics and Decision Making for Interpreters 3 hours

This course includes a study of the Registry of Interpreters for the Deaf Code of Ethics, ethics-related terminology, values systems and change, the ways in which situational, institutional and legal constraints affect professional decision making, and becoming an ethical professional. Course content includes information on group theory and skills, decision making, problem solving, conflict resolution, stress management, and communication skills.

SpEd 341 Interpreting I 3 hours

This course introduces students to the analysis and production aspects of ASL-to-English and English-to-ASL interpretation. Students analyze texts using a Goal-to-Detail information management system and practice a variety of visualization techniques. Students participate in group translations of ASL and English texts, and consecutively interpret analyzed monologues and dialogues.

SpEd 341L Interpreting I Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 341, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting I class. In this lab, students analyze texts, develop individual and group translations, and practice consecutive interpretation.

SpEd 342 Interpreting II 3 hours

This course concentrates on the production aspects of ASL-to-English and English-to-ASL interpretation. Students linguistically analyze texts using a Goal-to-Detail information management system and accomplish functional analysis of texts focusing on register, style and affect of speakers. Students consecutively interpret from both pre-analyzed and unfamiliar monologues and dialogues whose content is taken from community interpreting settings. Students work with taped messages and with guest speakers.

SpEd 342L Interpreting II Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 342, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting II class. In this lab, students analyze tests for register, style and affect; practice consecutive interpretations of pre-analyzed monologues and dialogues; and practice consecutive interpretations of unfamiliar material.

SpEd 365 Interpreting in Community Settings 3 hours

This course introduces students to a variety of settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Through contact with interpreters and consumers, students become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge bases and skills related to each community setting. Students will be introduced to several interpreting settings, including social service, government, legal, medical, mental health, business, religious, performing arts, and sports activities.

SpEd 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. Prerequisite: consent of instructor.

SpEd 407/507 Seminar: Special Education 1-3 hours Terms and hours to be arranged.

SpEd 408 Workshop 1-15 hours Terms and hours to be arranged.

SpEd 409 Practicum 1-12 hours

Severely Handicapped Learner Interpreter Training
Prerequisite: Consent of instructor.

SpEd 410 Internship 3-12 hours

This course offers students the opportunity to work with a professional interpreter who serves as a mentor. Students observe professional interpreters, provide interpreting services while under supervision, and perform independent interpreting assignments. Students apply the theory, knowledge and skills obtained in the classroom to the delivery of interpreting services, acquire new professional knowledge and skills, and develop effective professional work habits and positive working relationships with co-workers and consumers.

School of education course descriptions

SpEd 412 Laboratory Experience 1-6 hours

An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Limited to 6 hours.

SpEd 413 Student Teaching 6-12 hours

Severely Handicapped

Observing and teaching under the direction of a supervising teacher; opportunity for assuming direct responsibility for the learning activities of children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Prerequisite: admission to a special education endorsement program and completion of all prerequisite course work. Consult special education program advisor for details.

SpEd 420/520 Deaf History: Social and Cultural Issues 3 hours

This course introduces students to a history of the social, cultural, political, educational and social service aspects of the Deaf Community. Students examine the norms and values of Deaf Culture, the linguistic, educational, social and professional influences on the Deaf Community, and the ways in which deaf and hearing people interact in American society.

SpEd 424/524 Legal Aspects of Special Education 3 hours

Information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals having disabilities. Parent issues, ethical issues and compliance monitoring will be covered. Graduate students must meet requirements for graduate credit.

SpEd 431/531 Collaborative Consultation and Team Building 3 hours

Information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment. Graduate students must meet requirements for graduate credit.

SpEd 440/540 Medical Aspects and Specialized Techniques in Special Education and Rehabilitation 3 hours

An examination of the medical aspects of major disabilities and implications for management in the special education/rehabilitation setting.

SpEd 441 Interpreting III 3 hours

This course concentrates on the production aspects of spontaneous ASL-to-English and English-to-ASL interpreting. Students incorporate linguistic and functional text analyses into their consecutive interpreting performances. Students work with recorded messages and with guest speakers in interpreting situations that include monologues, dialogues, interviews and group discussions. Emphasis is on accurate and fluent interpretations, and students are introduced to team interpreting techniques.

SpEd 441L Interpreting III Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 441, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting III class. In this lab, students practice consecutive interpretations of spontaneous monologues, dialogues, interviews and group discussions. Students also practice team interpreting techniques.

SpEd 442 Interpreting IV 3 hours

This course concentrates on the successful interpretation of texts within a simultaneous interpreting framework. Students incorporate linguistic and functional text analyses into simultaneous interpretations, work with both recorded material and guest speakers, and are introduced to the techniques of relay (Deaf intermediary) interpreting. Students are expected to produce accurate and fluent simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions. Students are introduced to transliteration, producing accurate and fluent transliterations over a variety of topics.

SpEd 442L Interpreting IV Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 442, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting IV class. In this lab, students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions. Students also practice transliterating and relay interpreting techniques.

SpEd 447/547 Family/Services Partnership 3 hours

Examines the special problems and concerns of parents of handicapped children, techniques of communicating with parents and involvement of parents in the educational program.

SpEd 449/549 Curriculum/Assessment/Instructional Design I 3 hours

Behavioral terminology, strategies and techniques, assessment issues and instruments, functional curriculum, task analysis procedures and data systems.

SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps 3 hours

Design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques including prelinguistic communication, alternative/augmentative communication systems focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems.

SpEd 451/551 Curriculum, Assessment and Instructional Design II for Students Having Severe Disabilities 3 hours

This course prepares the student to use a variety of functional assessment and instructional strategies with students having severe disabilities. It is taken concurrently with a practicum, SpEd 409/509, in which the student implements the instructional strategies in an educational programs. Prerequisites: SpEd 449/549 or permission of instructor.

SpEd 454/554 Specialized Techniques for Students Having Multiple Disabilities 3 hours

This course prepares the student to use a variety of specialized instructional techniques and classroom management strategies with students having multiple disabilities, including motor impairments, autism, sensory impairments, challenging behaviors, and mental retardation.

SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students 3 hours

This course is intended for students who are preparing to teach pupils with learning problems and who lack familiarity with basic skill curricula, materials, and approaches. Content will include the design of a basic skill lesson, critical skills in delivery of a lesson, and specific techniques for teaching strategies, concepts, rules and facts in each of four basic skills areas (reading, math, writing and spelling), with an emphasis on reading. Students may take the course either at the undergraduate or graduate level, but not both.

School of education course descriptions

SpEd 465 Current Issues for Interpreters 3 hours

This course investigates current issues facing the professional interpreter. For example, students discuss issues of bilingualism/biculturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf Community, the interpreter as a cross-cultural mediator, and other contemporary issues.

SpEd 467 Interpreting in Educational Settings 3 hours

This course is designed to apply advanced interpreting, transliterating, and classroom support skills to educational settings. The course includes strategies for interpreting frozen texts, negotiating situationally-based signs, and interpreting for speakers from various content areas who have a variety of instructional styles. Students are introduced to the effect of hearing loss on language and educational development, and to the laws that affect the education of deaf/hard of hearing students. Students practice tutoring, notetaking, and inservice techniques, and discuss the ways that interpreters collaborate with other professionals to work with deaf and hard of hearing students.

SpEd 468 Specialized Interpreting Techniques 1 hour

This course introduces students to specialized communication and interpreting techniques that are used with a variety of consumers and in specific situations. Students are introduced to oral, deaf-blind, and manually-coded English interpreting techniques. This course includes work with television/videotape cameras, telephones, microphones and assistive listening devices.

SpEd 470/570 Education and Habilitation of Individuals with Disabilities 3 hours

Aspects of disabilities, legal social and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

SpEd 484/584 Introduction to Deaf and Hard-of-Hearing Studies 3 hours

Introduction to the cultural, medical, educational and vocational issues of deafness. SpEd 584 emphasizes current research on service delivery models.

SpEd 486/586 Mainstreaming Strategies for the Classroom Teacher 3 hours

Designed to assist regular classroom teachers in the assessment, planning, implementation and evaluation of strategies demonstrated to be effective with special needs and at-risk students in the regular classroom.

SpEd 487/587 The Classroom Teacher and the Special Education Process 3 hours

Offers information about how legal issues impact the education process, the importance and nature of the parent-professional partnership and the multi-disciplinary team process as it relates to the regular classroom teacher.

SpEd 488/588 Evaluating and Monitoring The Progress of Mainstreamed Students 3 hours

The purpose is to teach data-based decision-making to regular classroom teachers who will have special needs and at-risk students in their classrooms. Data-based decision-making will assist teachers as they manage, evaluate and support special needs and at-risk students in the mainstream.

SpEd 489/589 Alternative, Functional and Life Skills Curriculum 3 hours

Placement and programming for handicapped learners; consideration for the mentally retarded; life centered and functional curriculum; related services, parent concerns, career education and transitioning.

SpEd 492/592 Language and Communication Systems: Deaf and Hard of Hearing 3 hours

Provides knowledge about entry signing in the various signed systems for the classroom with emphasis on developing the ability to move along the sign language continuum and understand the "total communication" philosophy for educational purposes.

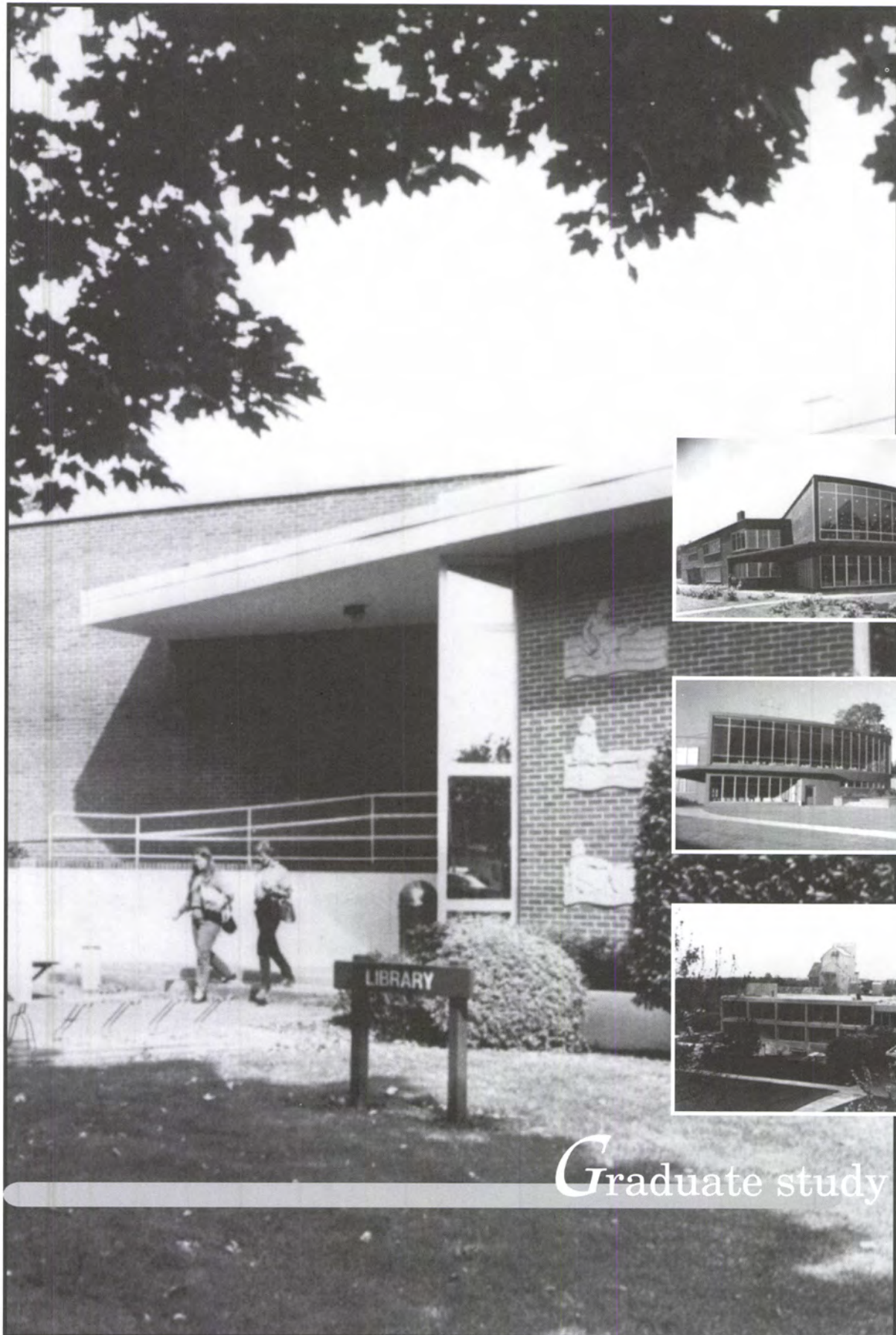
SpEd 496/596 Development of Language and Communication 3 hours

The readiness, physiologically and psychologically, for the development of speech and language; the structure of language including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and assessment.

SpEd 497/597 Language Disorders 3 hours

A review of etiological factors and symptoms of language disorders, linguistic-cognitive language assessment, and intervention strategies.





Graduate study

Graduate Study

Gary T. Hunt
Director of Graduate Programs

programs

Master of Science in Education
Early Childhood Education
Elementary Education
Secondary Education (options in Humanities, Mathematics, Science and Social Science)
Rehabilitation Counseling
Teacher Preparation: Deafness
Learning Disabilities
Multihandicapped
Socially and Educationally Different
Information Technology

Master of Arts in Teaching
Humanities
Mathematics
Science
Social Science

Master of Arts and Master of Science in
Correctional Administration

Non-degree, graduate level programs in elementary and secondary teacher education, handicapped learner, severely handicapped learner, and teacher preparation: deafness are also offered for basic and standard licensure.

program objectives

Graduate students are screened and admitted into the various level programs, each of which has admissions standards and designated graduate faculty. Campus-wide standards for admissions, selection of faculty, curricular revisions, operating policies and final examinations are established in accordance with recommendations of the faculty Committee on Graduate Study.

The graduate faculty consists of the President and Provost of Western Oregon State College, the Academic Deans, the Director of Graduate Programs, the Schools' graduate coordinators and members of the faculty who have been named by their divisions and approved by the Provost.

Each graduate student at Western is expected to meet these objectives pertinent to her/his specific graduate program:

- Demonstrate the advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student's specialty.
- Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student's graduate program.

- Demonstrate awareness and understanding of the ethical, philosophical and cultural issues that apply to the professional component of the student's graduate program.

policies and procedures

Admission Procedures

All persons wishing to enroll at Western at the graduate level must be admitted to the college by the Admissions Office. Admission to the college as a graduate student does not constitute acceptance as a candidate for a master's degree.

To apply for admission to Western's graduate study, students must complete the following steps:

- Submit a completed Application for Graduate Admission form and the nonrefundable and nontransferable \$50 application fee.
- Supply to the Admissions Office sealed official transcripts from the institution granting the bachelor's degree and from each graduate institution attended. (Official GPA must be available from all colleges attended; if not available, further transcripts may be required.)
- Present one unofficial copy of the current teaching license held, if the application is for a professional education program.
- Performance on the Miller Analogies Test or Graduate Record Examination (verbal/quantitative scores) should be sent. Students must take either test prior to full admission to graduate study, unless the student already holds a master's degree.
- A health history report is required of all new full time students.

The health report form is mailed to students who are accepted for admission and must be completed and returned to Western's Student Health Service.

Application forms and health report forms may be obtained from the Admissions Office.

All documents become the property of the college and are nonreturnable. The college reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

Evening and Summer Session Students

Students who begin working toward a planned program of graduate study on campus during the evening programs or during summer session must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree.

Classification

The Admissions Office admits and classifies eligible students on the basis of their undergraduate grade point average and declaration of intent in the application for admission.

Qualified students seeking a degree are classified either as Regular or Probationary graduate students. All students must be classified as Regular before being admitted to degree candidacy.

A student will be admitted as a Regular graduate student if he or she intends to complete a planned program leading to a master's degree or a graduate licensure program and meets all of the following requirements:

- holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers; AND
- has a grade-point average of not less than 3.00 for the last 60 semester hours or 90 quarter hours of undergraduate work attempted in the Bachelor's degree program; OR
- scores at least 30 or above on the Miller Analogy Test (MAT) or an average score of at least 450 on the three tests of the Graduate Records Examination (GRE); AND
- holds, or is eligible to hold, a valid teaching license unless it has been waived by petition or is not required in the degree program.

A student with an undergraduate GPA or 2.50-2.99 during their last 90 quarter hours or last 60 semester hours may petition to be admitted as a Probationary student with recommendation of the faculty from the desired program. If a student is granted Probationary status the following requirements must be met:

- maintain a 3.0 GPA in each course of the first nine hours of graduate coursework in residence that is part of an approved preliminary program plan; AND
- receive three letters of recommendation from appropriate faculty; AND
- take the MAT or the GRE prior to completion of the first nine hours.

A student may be Conditionally admitted for one term only if all requirements for admission are met except the MAT or GRE. Upon completion of the required test the student must request the Admissions Office for reclassification to Regular status.

General Regulations

Students wishing to pursue a planned graduate program should complete a program plan with an advisor during the first term enrolled for coursework on campus. Program advisors may be selected by the student, unless the program has a designated advisor. The Graduate Office can assist in selecting a program advisor.

Graduate courses are numbered 500-599. Students completing courses that are being taught at both the 400 and 500 level are responsible for registering for the 500 level course. Students completing coursework in the 400/500 dual listing are expected to perform at a level of academic competence above that expected of undergraduates, both in work and in the volume of knowledge related to the course. They are also expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards which they will need to meet. Students may not take both courses of a 400/500 dual listing unless the subject matter is substantially different in the two courses. Students desiring to take both courses of a 400/500 dual listing should contact their academic advisor. The regular procedures and deadlines for course changes apply to students seeking or withdrawing from graduate credit.

A maximum of nine credit hours of workshop may be applied to a master's degree program if previously approved by the appropriate advisor. Fifteen credit hours of 506, 507, 508 and 509 courses may be included in a program with advisor approval, with up to nine credits in any one number. Credit from correspondence courses cannot be used in a master's degree.

Nine credit hours constitute a full load for graduate students. The maximum load for graduate students in a regular term is 16 credit hours of graduate courses (or any combination of graduate and undergraduate courses) unless a petition to carry an overload is approved by the Registrar or Director of Academic Records.

A student within 12 quarter hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in approved courses to be reserved for later consideration in a graduate program. No more than 12 quarter hours of excess credits may be applied in a program.

Master's Degree Regulations

Students should complete the requirements for admission to candidacy after filing a program and completing a minimum of 12 credit hours in the approved program, including nine concurrent hours of resident coursework. The admission to candidacy requirements are:

- Completion of all requirements for admission as a regular graduate student
- An intermediate evaluation verified by the advisor's signature on the application for candidacy.

- Submission of references from three faculty members who were the instructors for course work included in the master's degree program. (References from the instructors of the courses completed during the nine concurrent, resident hour term are preferred.)

Admission to candidacy must be approved prior to the completion of the last 18 hours included in the approved program.

Students pursuing a master's degree must earn and maintain a cumulative grade point average of 3.0 at all times. Students accumulating nine hours of C grades or lower must be dropped as candidates for the master's degree. A grade of D cannot be applied to a program and requires special attention by the Graduate Study Committee. Grades of "Pass" are not permitted in master's degree programs unless so identified in the college catalog course descriptions and will not be used in computing graduate grade point averages.

A minimum of 30 credit hours of the official master's degree program must be earned in residence including at least nine concurrent residence hours. At least one-half of the courses in a planned master's degree program must contain graduate courses available only to graduate students. A maximum of 15 hours of credit transferred from accredited institutions may be applied to a program upon recommendation of the program advisor and approval of the Dean of the School that houses the program.

Courses and requirements for a master's degree program must be completed within a time period of 5 years. This includes all residence credit, all applicable transfer credit and required final evaluation. If a thesis or field study is involved, it is to be completed within the five year limit. A petition requesting use of credit earned between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee. Credits more than seven years old will not be included in

degree programs and must be replaced by more current course work.

A thesis is not required but is an option in most degree programs; it is recommended for students planning to work toward a doctorate. Students interested in writing a thesis must contact the Office of Graduate Programs to obtain the procedures to be followed.

Final Procedures

Final evaluation procedures will consist of a written comprehensive examination or alternative research (thesis, professional project or portfolio) and, where required, a final oral examination.

Candidates who elect to write a thesis in lieu of the final written comprehensive examination must follow the procedures outlined in the statement on thesis guidelines which are on file at the Graduate Office. The thesis must be comprehensive and designed to reflect competency developed in all components of the candidate's program. A final oral examination will be required of all candidates who elect alternative research in lieu of the final written comprehensive examination. The oral examination accompanying alternative research is not limited to the thesis or professional project, but may cover any aspect of the candidate's program.

Final written comprehensive examinations will be based upon the areas of study in the approved program. Subject area questions will be based upon the statement of components, objectives and requirements outlined in the Statement on Program Objectives. Students will not be informed in advance of the questions on the final written exam. Candidates who fail one or more areas of the written comprehensive examinations will be advised by their advisor(s) as to a program of self-study and may retake the area(s) failed at the next scheduled comprehensive examinations time or later. Students who fail one area and score unsatisfactory in another area(s) will retake all failed or unsatisfactory areas.



Students may retake the written comprehensive only once. Candidates who score unsatisfactory on any component of the comprehensive examination will be required to take a final oral examination on the section of the examination which was unsatisfactory. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examination.

A candidate is eligible to complete final evaluations after being admitted to candidacy for the master's degree, and all course work has been completed or the candidate is in the final term of enrollment. Examinations are offered each winter, spring and summer term.

Each candidate must file an Application for the Master's Degree with the Office of Graduate Programs, which also serves as the application to complete the final evaluation procedures. The form is obtained from the Office of Graduate Programs and must be filed five weeks prior to the administration of the scheduled examination.

Conferring of Degrees

All courses with marks of "I" (Incomplete) from previous terms must be finished and the grades filed with the Registrar's Office before the end of the term in which program requirements are expected to be completed, or graduation will be delayed until a later term. Incompletes received in the final term must be finished and the grades recorded in the Registrar's Office within three weeks after the end of the final term, or the diploma will be invalidated. The diploma for the master's degree will be conferred at the June commencement subsequent to the completion of all degree requirements.

Procedures For Graduate Study

Admission to the College—complete before enrolling

- Application for admission and transcripts are filed with the Director of Admissions.
- A copy of the teaching license or petition for waiver, when applicable, is necessary.
- Miller Analogies Test or Graduate Record Examination scores must be filed, unless a master's degree has been earned previously.

Enrollment in Graduate-Level Programs—complete during first term on campus

- Complete requirements for admission as a regular graduate student.
- Departmental and program entrance requirements must be satisfied when applicable.
- A program development packet must be obtained from the Graduate Office and completed with the assistance of the appropriate advisor.
- The proposed program plan must be submitted to the Graduate Office for final approval, including the thesis outline, if applicable. **This should be completed during the first term of on-campus course work.**

NOTE: The steps listed above must be completed by graduate students seeking additional endorsements or standard licensure.

Admission to Candidacy for a Master's Degree—initiate during first full-time enrollment

- References from three faculty members who taught courses included in the approved master's program, preferably from the term of nine concurrent hours, must be filed with the Graduate Office.
- An application for candidacy form must be filed with the Graduate Office.
- At least 12 hours of the approved program, including the nine concurrent hours, must have been completed on campus.

NOTE: Requirements for admission to candidacy must be met before the last 18 hours of the approved program have been completed.

Final Evaluation Procedures—complete prior to or during final term of course work

- Application for master's degree must be filed with the Graduate Office prior to the final term of course work.
- Final evaluation procedures must be completed, either written examinations or alternative evaluations.

Conferring of Degree

- Degrees are conferred at the June commencement following completion of degree requirements.

graduate study in education

Western offers two degrees in education and two non-degree programs leading to licensure of persons holding the bachelor's degree. The programs are described in general terms below and in more detail in the sections on Programs for Classroom Teachers and Programs for Educational Specialists.

Master of Science in Education

The Master of Science in Education degree is designed primarily for elementary and secondary teachers who plan to develop higher competencies in education and psychology, or to become educational specialists in areas offered by Western. A teacher whose objective is in-depth preparation in a subject area normally completes a program leading to the Master of Arts in Teaching.

Master of Science in Education candidates may earn degrees with concentrations in these curricula:

Early Childhood Education

Elementary Education

Secondary Education

Humanities

Mathematics

Science

Social Science

Educational Specialties:

Information Technology

Teacher Preparation: Deafness

Rehabilitation Counseling

Learning Disabilities

Multihandicapped

Socially and Educationally Different

In addition, candidates may include course work in their programs to develop concentrations in the areas of Bilingual, Talented and Gifted, and Reading.

Requirements for a Masters degree in Education include completion of a minimum of 45 credit hours of approved graduate-level courses apportioned as follows:

- A minimum of 9 quarter hours in the Professional Education Core
- Thirty six hours of approved course work in education and the specialization area.

Requirements in specific degrees follow this section of the catalog.

Master of Arts in Teaching

The Master of Arts in Teaching degree is designed primarily for secondary teachers whose objective is the development of in-depth academic preparation in a subject field offered by Western. Those planning to specialize in elementary teaching or some type of specialized educational service normally will complete a program leading to the Master of Science in Education.

Subject fields which are available in the Master of Arts in Teaching Programs include:

- Humanities
 - Language Arts
 - Mathematics
 - Advanced Mathematics
 - Sciences
 - Integrated Science
 - Biology
 - Social Science
 - History
 - Geography

Requirements for the degree include completion of a minimum of 45 credit hours of approved graduate-level courses apportioned as follow:

- A minimum of 30 hours in an academic area. This portion of the total program must be approved by a designated advisor to fulfill the student's needs and licensure requirements.
- Fifteen hours of approved course work in education. Secondary teachers may utilize this section to meet Oregon standard secondary endorsement requirements.

Non-Degree Program - Standard Licensure*

Non-degree programs may be planned by those who have completed basic licensure requirements and intend to meet the requirements for advanced (standard) licensure.

General Regulations

Scope of Program. The planned program must total a minimum of 45 credit hours and may include both upper-division and graduate-level courses. At least 12 hours of approved graduate courses must be utilized in the program.

Transfer Credit. Not more than 24 hours of approved credit may be transferred from other accredited institutions. Credits earned through correspondence study will not apply to the program.

Time Limit. Only those courses completed within a period of five years before the actual

completion of the program will apply. This includes all residence and transfer credit. However, credit earned between five and seven years prior to completion of the program may be approved by petition.

Residence Requirement. At least 21 credit hours must be completed on the Western campus with at least nine hours being taken concurrently.

Maximum Load. A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved by the Registrar or Director of Academic Records prior to or during the week of registration.

* The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application for licensure.

Procedures

Teachers planning to accomplish advanced licensure through a non-degree program should:

- Complete procedures to be admitted to the college as a graduate student.
- Initiate procedures through the Graduate Office to plan a program with an advisor.
- File an approved program contract with the Graduate Office. At least 24 credit hours of the official program must be completed after approval of the program.
- Upon completion of program requirements, initiate change-of-license procedures with the School of Education.

Programs for Classroom Teachers

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) degree at Western is designed for secondary teachers whose objective is the development of in-depth academic preparation in one subject field.

Candidates for this degree who also seek standard licensure in Oregon must complete an area of professional competence as outlined in the statement on standard licensure.

The MAT is minimally a 45-hour program. At least 24 hours must be at the 500M level. Additional hours may be needed to satisfy all requirements for advanced licensure, depending on the candidate's previous preparation, background and experience.

Professional Education Courses 15
Academic Area

(in one area of concentration) 30

This portion of the total program is to be approved by a designated advisor in terms of the student's needs and licensure requirements.

Total required for degree 45

Humanities

Professional Education 15
Academic Area 30

Total must include at least 9 hours at the 500M level.

Language Arts

Course in criticism 3
Course in language 3
Course in writing 3
Course in literature 3
Electives in Language Arts 18

Total 30

Mathematics

Professional Education 15
Academic Area 30

Required core 9

Mth 538M Transformational Geometry
Mth 547M or 548M Abstract Algebra
Mth 581M Logic and Foundations

Choose 2: 6

Mth 537 Set Theory & Topology
Mth 541 Linear Algebra II
Mth 552M Numerical Analysis
Mth 547M or 548M Abstract Algebra

Elective in Mathematics or related areas
(at least 6 in Mathematics) 15

Science

Professional Education 15
Academic Area 30

Thirty hours leading to a concentration in Biology, or Integrated Science, or a combination of Biology and Integrated Science.

In order to obtain Standard licensure the candidate must include 15 credits in an area of present licensure.

Social Science

Professional Education	15
Academic Area	30
Select one from among the following:	

History

Hst 520 Philosophies of History	3
SSc 507M Seminar: History	3
Courses in history	24
Total	30

Geography

SSc 507M Seminar: Geography	3-9
Courses in geography	21-27
Total	30

Master of Science in Education - Early Childhood Education

This curriculum satisfies the needs for specific skills to teach, plan, implement and evaluate programs for children ages 3-8. In addition, this program includes the requirements for the endorsement in early childhood education.

Professional Education Core	9
Ed 512M Research Procedures in Education	3
Ed 546M Philosophy of Education	3
Psy 520M Theories of Learning	3

Early Childhood Education Core	24
Preliminary Courses	
Ed 547 The Developing Child and Environments	3
Ed 548 Developmentally Appropriate Practices	3
Ed 557 Parent-Educator Partnership	3
Ed 585 The Early Childhood Educator	3

Advanced Courses	
Ed 509M Practicum	3
Ed 519M Contemporary Developments in Early Childhood Education, or	
Ed 520M Applications of Learning and Development Theories in ECE	3
Ed 549M Observation and Assessment of Young Children	3
Ed 550M Curriculum in ECE	3
Elective Core	12

The twelve credit elective core must have a focus. All twelve hours must be related. Selection of that focus must be with advisor's permission and related to the student's career goals. Examples of possible focus: bilingual education, reading education, psychology, or handicapped learner.

Total Required for Degree	45
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Basic and Standard Endorsement in Early Intervention and Special Education I and II

The Early Intervention and Special Education Endorsement Program focuses on the special educational needs of children from birth to age 8; and strategies for meeting those needs.

The Basic and Standard Endorsement Program in Early Intervention and Special Education I and II can lead to either an endorsement added to an elementary or special education license; or a license in special education. A program advisor can discuss in more detail information regarding licensing requirements.

Students completing any of these endorsements, with advisor approval, may also complete an M.S. in Education program with a specialization in either Early Childhood Education or Multihandicapped.

Basic Endorsement in Early Intervention and Special Education I

Early Intervention Core	12
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education .	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education .	3
SpEd 509M Practicum: Early Intervention/Early Childhood Special Education	6

Students having an elementary Education Endorsement will complete the following credits:

Special Education Core	9
SpEd 570 Education & Habilitation of Students Having Disabilities	3
SpEd 540 Medical Aspects & Specialized Techniques	3
SpEd 550 Managing Communication Systems	3

Students having a Special Education Endorsement will complete the following credits:

Early Childhood Core	9
Ed 547 The Developing Child and Environments	3
Ed 548 Developmentally Appropriate Practices	3
Ed 585 The Early Childhood Educator	3
Total Credits	21

Basic Endorsement in Early Intervention and Special Education II

Early Intervention Core	16
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education .	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education .	3
SpEd 531 Collaborative Consultation and Team building	3
SpEd 509M Practicum: Early Intervention/Early Childhood Special Education	6
SpEd 507 Professional Development Seminar: EI/ECSE	1

Special Education Core	9
SpEd 570 Education & Habilitation of Students Having Disabilities	3
SpEd 540 Medical Aspects & Specialized Techniques	3
SpEd 550 Managing Communication Systems	3

Early Childhood Core	9
Ed 547 The Developing Child and Environments	3
Ed 548 Developmentally Appropriate Practices	3
Ed 585 The Early Childhood Educator	3

Final Supervised Field Experience: EI/ECSE	
SpEd 539 Final Supervised Field Experience	12

Total Credits	46
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Standard Endorsement in Early Intervention and Special Education I & II	
Standard Endorsement	15
SpEd 530M Contemporary Issues:	
Multihandicapped	3
or	
Ed 519 Contemporary Development in Early Childhood Education	3
Electives	12
Chosen with program advisor from the following areas: Programming for Children Having Specific Disabilities; Working with Families and Family Systems; Child Development; Curriculum, Assessment, and Intervention Strategies; The Culturally Competent Professional.	

Elementary Education - Standard Licensure*

This planned program consists of a minimum of 45 credit hours of upper division or graduate level courses designed to meet requirements for standard licensure.

Professional Preparation	15
Ed 555 Foundations of Literacy, K-12	3
Ed 512M Research Procedures in Education	3
Ed 554M Personalizing Classroom Climate, or	
Ed 529M Classroom-Teacher Counselor	3
Approved electives	6
Area Preparation	15
Fifteen hours of graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language Arts, Mathematics, Reading, Science, Social Studies, or Bilingual Multicultural Education.	
Approved Electives, Area of Emphasis	15
Total required for certificate	45

NOTE: This program is currently being revised to meet new regulations of the Oregon Teacher Standards and Practices Commission. See the Division Chair for current information.

Emphasis in Teaching the Talented and Gifted

This area of graduate study is designed to meet the needs of teachers and specialists in educating talented and gifted students. The 15 hour core of courses is:	
Ed 544M Integrated Curriculum: Talented and Gifted	3
Ed 565M Teaching Mathematics: Talented and Gifted	3
Ed 596M Teaching Science: Talented and Gifted	3
Ed 598M Teaching Language Arts: Talented and Gifted	3
Ed 599M Teaching Social Studies: Talented and Gifted	3

Emphasis in Middle Level Education

Courses may be selected from the following by students in cooperation with their advisor.	
Ed 514M Children With Learning Difficulties	3
Ed 543M Contemporary Teaching Strategies	3
Ed 545 Whole Language Strategies - Middle School	3
Ed 552M Teaching Math and Science - Middle School	3
Ed 554M Personalizing Classroom Climate	3
Ed 555 Foundations of Literacy: K-Adult	3
Ed 559M The Social Arts - Middle Level	3
Ed 570M Middle School Curriculum	3

Elementary Education - Master of Science in Education

The elementary education program for a Master of Science in Education degree is designed to enable a student to extend competency in teaching skills in education and in an academic area of specialization. The student must hold a basic elementary license in Oregon or its equivalent to be admitted to the program. At least one year of classroom experience is recommended.

Completion of a fifth year of preparation is not required for elementary teachers in Oregon. However, the program emphasizes extension of the students' competency in the areas of specialization and/or generalization that will enable them to meet the standard endorsement for elementary teachers. By including appropriate courses in the degree program, and upon recommendation of the college, a student may complete all academic requirements for the standard Oregon teaching license.

Candidates for this degree who are also seeking advanced licensure in Oregon must complete an area of professional competence as outlined in the statement on standard licensure.

Professional Education Core	9
Ed 512M Research Procedures in Education	3
Ed 546M Philosophy of Education	3
Psy 520M Theories of Learning, or	
Psy 584 Theories of Development	3
Elementary Education Core	6
Ed 529M Classroom Teacher/Counselor, or	
Ed 554M Personalizing Classroom Climate	3
Ed 555 Foundations in Literacy K-12	3
Academic Specialization	15
Graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language Arts, Mathematics, Reading, Science, Social Studies, or Bilingual/Multicultural Education.	

Individual Emphasis	15
The applicant will choose an area of emphasis. The individual emphasis section is to include courses that will provide advanced preparation for the teaching assignment.	

Total required for degree

Secondary Education - Standard Licensure

The planned program consists of a minimum of 45 credit hours of upper division or graduate credit courses designed to meet requirements for standard licensure.

Areas of Professional Competence	15
Ed 512M Research Procedures in Education	3
Ed 513M Evaluation of Classroom Instruction	3
Ed 522M Secondary School Curriculum	3
Ed 529M The Classroom Teacher-Counselor	3
Ed 590M Advanced Reading and Composition in the Secondary School	3

Subject Area Competence

Secondary Endorsement (5-12)

Refer to designated academic area for standard endorsement requirement.

Electives

Total required in program

Humanities (Language Arts)

Areas of Professional Competence	15
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Standard Endorsement in

Language Arts	15
Language Arts: At least 15 credit hours of graduate preparation in language arts selected with the approval of an advisor, to include at least one course each from the three Language Arts areas of literature, writing and language. At least 9 hours must be at the 500M level.	

Electives

Total required in program

Mathematics

Areas of Professional Competence	15
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Standard Endorsement in Mathematics

Advanced Mathematics:	
At least 15 hours of upper-division or graduate preparation in mathematics selected with advisor's approval.	

Electives

Total required in program

Science

Area of Professional Competence	15
Standard Endorsement in Science	15
Biology: At least 15 credit hours of upper-division or graduate preparation in science selected with advisor's approval.	
Integrated Science: At least 15 hours of preparation distributed among the biological, earth and physical sciences. The courses are selected with the advisor's approval.	
Electives	15
Total required in program	45

Social Science

Area of Professional Competence	15
Standard Endorsement in Social Science	15
At least 15 hours of upper-division or graduate preparation in social science selected with advisor's approval.	
Electives	15
Total required in program	45

Secondary Education - Master of Science in Education

The program for the Master of Science in Education degree in Secondary Education consists of several curricula based on the candidate's selected teaching area and licensure requirements.

Candidates for this degree who also are seeking standard licensure in Oregon must complete an area of professional competence as outlined in the statement on standard licensure.

Professional Education Core	9
Ed 512M Research Procedures in Education	3
Ed 546M Philosophy of Education	3
Psy 520M Theories of Learning OR	
Psy 584 Theories of Development	3
Secondary Education Area	12
Ed 513M Evaluation of Classroom Instruction	3
Ed 522M Secondary School Curriculum	3
Ed 529M Classroom Teacher-Counselor	3
Ed 590M Advanced Reading & Composition in Secondary Schools	3
Content Area	15
Content area may be selected from Language Arts, Mathematics, Science, Social Science, Education Specialities or areas which qualify for a subject matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.	

Specialty Area	9
Specialty area is meant to meet a student's individual needs. It may be additional coursework in the same or different academic content area. It may be coursework designed to strengthen a particular student's preparation in an area such as alternative education, bilingual/ESL, talented and gifted, computer education, or other areas of concentration.	
Total required for degree	45

Humanities

Professional Education Core and Secondary Education Area	21
Academic Area	15
Total must include at least 9 credit hours at the 500M level.	
Language Arts	
Course in criticism	3
Course in language	3
Course in writing	3
Course in literature	3
Electives in Language arts	3
Specialty Area	9
Total required for degree	15
Total required for degree	45

Mathematics

Professional Education Core and Secondary Education Area	21
Academic Area	15
Required Core	9
Mth 538M Transformational Geometry	
Mth 547M or 548M Abstract Algebra	
Mth 581M Logic and Foundations of Math	
Choose 2:	6
Mth 537 Set Theory & Topology	
Mth 541 Linear Algebra II	
Mth 552M Numerical Analysis	
Mth 547M or 548M Abstract Algebra	
Electives in Mathematics or related areas (at least 6 in Mathematics)	6-12
Specialty Area	9
Total required for degree	45

Science

Professional Education Core and Secondary Education Area	21
Academic Area	15
Select one from among the following:	
Biology: At least 15 credit hours of upper-division or graduate preparation in science selected with advisor's approval.	
Integrated Science: At least 15 hours of preparation distributed among the biological, earth and physical sciences, selected with advisor's approval.	
Specialty Area	9
Total required for degree	45

Social Science

Professional Education Core and Secondary Education Area	21
Academic Area	15
Select one from among the following:	
History	
Hst 520 Philosophies of History	3
SSc 507M Seminar: History	3
Electives in history	9
Total required for degree	15
Geography	
SSc 507M Seminar: Geography	3-9
Courses in geography	6-12
Specialty Area	9
Total required for degree	45

Programs for Educational Specialists Educational Media*

The planned program consists of upper-division or graduate credit courses designed to meet requirements for basic and standard endorsements in Educational Media.

Prerequisite	3
Ed 435/535 Technology and Computer Applications	
Basic Endorsement-Educational Media	24
Lib 409/509 Practicum	3
Lib 410/510 Library Management	3
Lib 420/520 Organization of Library Collections	3
Lib 430/530 Literature for Children and Young Adults	3
Lib 436/536 Information Design and Production	3
Lib 440/540 Information Services and Sources	3

Graduate study

Lib 450/550 Collection Development	3
Lib 470/570 Teaching Information Skills	3

Standard Endorsement-Educational

Media	15
(15 credit hours from the following:)	
Ed 526M Instructional Design	3
Ed 541 Video Production	3
CSE 540M Computer Based Lesson Design ..	3
Lib 526 Computers in Library	
Management	3
Lib 560M Library Administration and	
Automation	3
Lib 580M Communication Theory	3
Lib 584M Organizational Theory	3
Lib 586M Emerging Information	
Technology	3
Ed 503M Thesis/Field Study	3-9

* Masters degree regulations limit the number of dual format hours that can be allowed in the degree program.

Information Technology - Master of Science in Education

The program leading to the Master of Science in Education degree with a specialization in Information Technology also provides for possible recommendation for the standard educational media endorsement. The program is designed to develop competence in curriculum research design, evaluation of communications techniques, selection of instructional materials, information organization and management, and program administration.

The program prepares those students who wish to develop a career in classroom teaching, who wish to fulfill the role of educational media specialist in a K-12 school situation, who desire to be librarians in small to medium sized public libraries, who wish to specialize in computer applications in education and training, who aspire to positions in government, industry or public agencies, or who wish to subsequently pursue doctoral programs in fields related to information technology.

A concentration in educational computing may be planned as a part of a Master of Science in Education with a specialization in Information Technology. The program is designed to develop competence in communication techniques, computer literacy, classroom applications of computers, administrative uses of computers, information organization and management, and program administration.

Admission to the program is by application to the program director. The applicant must present a copy of college transcripts and must request that three letters of recommendation be sent to the program director. The applicant will receive a questionnaire concerning personal and professional goals which must be completed and returned to the program director who will then schedule an

interview with the applicant. The successful applicant will be assigned an advisor who will meet with the applicant and administer an evaluation; results will be used for advisement purposes. The student may then register for courses approved by the advisor. Normally, by the end of the student's first term, a graduate program contract will be filed with the Graduate Office.

Upon completion of 18 hours of the approved program, a mid-program evaluation session is held with the advisor to assess the student's progress. At this time a student must formally choose the type of final evaluation. If the thesis option is selected, the student, with the concurrence of an advisor, must choose a thesis committee composed of the advisor, another faculty member from within the division and one faculty member from outside the division. The student will then submit a formal thesis proposal to the committee. The thesis will carry 9 hours of credit as part of a 48 hour program.

If a student selects the thesis option, final evaluation will be completion of a comprehensive thesis, acceptance of it by the thesis committee and an oral defense of the thesis. The other option available consists of final written comprehensive examinations in professional education and in information technology.

Professional Education Core	9
Ed 512M Research Procedures in	
Education	3
Ed 546M Philosophy of Education	3
Psy 520M Theories of Learning	3

Information Technology Core	9
Ed 526M Instructional Design	3
Lib 580M Communication Theory	3
Lib 586M Emerging Information	
Technology	3

Electives	18-24
Courses to extend knowledge and skill in such areas as computer applications, media center management and media for the classroom teachers.	
Practicum	3

Thesis (optional)	9
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Total required for degree	45-48
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Socially and Educationally Different - Master of Science in Education

This program is designed to provide:

1. Specialized preparation at the graduate level for teachers who wish to extend their professional competence through greater concentration on the study of the socially and educationally different.
2. Specialized preparation at the graduate level for professional workers whose work objective requires knowledge about the socially and educationally different person but does not require licensure as a teacher. This aspect of the program requires that the student petition the Graduate Study Committee for waiver of the requirement for holding a teaching certificate.

Professional Education Core	9
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Approved Courses	36
Social Science	12
Courses in the study of the socially and educationally different	12
Education and psychology	12

Total required for degree	45
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Initial Studies in Bilingual/Multicultural Education*

In a state (and region) whose language minority population is growing rapidly every year, teachers with this specialization are highly sought after. This program prepares teachers with a special expertise in the field of teaching limited English proficient/language minority students; they can teach in ESL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

Core Courses in Bilingual/Multicultural Education	15-18
Ed 509M Practicum	3-6
Ed 481/581 Introduction to Education	
Linguistics: Second Language Teaching ...	3
Ed 482/582 Bilingual/ESL Education	
Principles and Practices	3
Ed 483/583 Cultural and Community Needs of LEP Students in the Instructional Process.	3
Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program.	3

Elementary Concentration	9
Ed 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms	3
Ed 492/592 Classroom Strategies in First and Second Language Reading and Language Arts	3
Ed 493/593 Bilingual Teaching Methods in Content Area Instruction	3
Core Courses	15-18
Electives	6
Total Hours	30-33

Secondary Concentration	6
Ed 486/586 First and Second Language Approaches to Teaching and Subject Matter in Secondary Schools	3
Ed 487/587 Alternative Secondary Curricula and Materials for Second Language Learners	3
Core Courses	15-18
Electives	6
Total Hours	27-30

* Masters degree regulations limit the number of dual format hours that can be allowed in the degree program.

Advanced Studies in Bilingual/Multicultural Education

This program is designed for students who have already taken basic courses in the field, and, preferably, have some experience teaching language minority students. Students taking these courses are preparing themselves to become consultants/specialists, program designers/coordinators, and/or special resources for their schools and districts. (No second language necessary, though preferred.)

Ed 506M Special Individual Studies	3
Ed 530M Culturally and Linguistically Different Students in the Schools	3
Ed 531M Methodology: Language/Second Language Learning and Content for the Language Minority Student	3
Ed 594M Assessment of Limited English Proficient Students	3
Total Hours	12



Endorsement in Reading

Students seeking a basic or standard endorsement in reading (K-12) must complete or have completed requirements for a basic teaching licensure. In order to complete a standard reading endorsement, the student must have completed a basic reading endorsement. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden both reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher, and reading specialist. All candidates for this endorsement must pass the NTE speciality exam in Reading.

Basic Endorsement:

Choose 1:	3
Ed 467/567 Language Development and Reading	3
Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program	3
Ed 455/555 Foundations of Literacy K-Adult	3
Ed 509M Practicum: Reading	3
Ed 568M Diagnostic and Remedial Techniques in Reading	3
Ed 572M Materials, Media and Management Systems in Reading	3
approved Electives	6
choose 2:	6

Total required for endorsement 15

Standard Endorsement

Fifteen quarter hours of subject matter preparation distributed to strengthen the student's background in reading. Courses will be planned with an advisor.

Total required for endorsement 15

Graduate Programs in Special Education

The Special Education Division is part of the Western Oregon State College School of Education, and houses those programs which prepare personnel to work in the field of education and rehabilitation of individuals having disabilities. The philosophy of the Special Education Division programs at Western is based on the principle of placement of all persons who have disabilities in the least restrictive environment. Field experiences include public school settings, where students may be mainstreamed into regular classes or integrated into regular program activities with support from specialists. Other field experiences may include both public and private agencies which serve infants, children and/or adults with a variety of disabilities.

Job opportunities in special education and related fields are abundant, with continuing

shortages of special education teachers for all endorsement areas in Oregon and throughout the nation. Job possibilities in education include classroom teacher, resource room specialist, consultant-itinerant teacher, work experience coordinator, parent educator, early intervention specialist and educational diagnostician. In addition, jobs are available in human services through various public and private agencies.

All special education teacher preparation programs are accredited by the Oregon Teacher Standards and Practices Commission (TSPC), and by the National Council on Accreditation of Colleges of Teacher Education (NCATE). The Hearing Impaired program is also accredited by the Council on Education of the Deaf. The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education.

Admission Requirements

Students seeking admission to any graduate Special Education Division program must meet the requirements of graduate admission to the institution. Those applying to teacher education programs must also complete all requirements for entry to the School of Education. In addition, they must apply to the Special Education program of their choice. Application materials are available from the Special Education Division secretary.

All teacher education programs are designed to enable candidates who wish to become educational specialists to complete a Master of Science in Education which includes the course requirements for the endorsements. Ultimately, for licensing purposes, most educational specialists must complete all course requirements for the standard endorsement in the area of specialization.

Each teacher education curriculum requires completion of a professional education core of 9 credit hours, as follows:

Professional Education Core	9
(Common to all programs)	
Ed 512M Research Procedures in Education	3
Ed 546M Philosophy of Education	3
Psy 520M Theories of Learning, or	
Psy 584 Theories of Development	3

Each teacher education program also requires a 3 credit course in Contemporary Issues in the specific field.

A specialized core consists of not less than 33 credit hours in the selected area for a master's degree program total of at least 45 hours. Each candidate's program is determined by the designated advisor in terms of the student's needs, interests and licensing requirements.

Students who have little or no undergraduate work in the selected field may be required to complete additional hours.

Candidates in these educational specialist programs who wish to add courses to meet

standard elementary or secondary licensure requirements should refer to earlier sections of this catalog.

Those who wish may plan a non-degree, fifth-year program incorporating a specialized core and courses required to meet general endorsements.

Teacher Preparation: Deaf Education - Master of Science in Education

The graduate program in Teacher Preparation: Deaf Education leads to a Master of Science in Education degree with a specialization in teaching deaf and hard of hearing students. It includes all of the requirements for Oregon Basic and Standard Hearing Impaired endorsements and for provisional licensure by the Council on Education of the Deaf. The Council on Education of the Deaf requires that the student complete all of the course work for the Oregon Basic and Standard Hearing Impaired Endorsement prior to recommendation for licensure. The program is designed to prepare persons to teach in a variety of settings, including self-contained classrooms, subject area specialty classrooms, resource rooms, and to function as consultant-itinerant teachers.

Students seeking admission must hold, or be eligible to hold, elementary or secondary teaching licensure. Applicants are required to demonstrate skill in American Sign Language prior to admission. SpEd 470/570, Education and Habilitation of Individuals with Disabilities, is also a prerequisite to the program.

Students not seeking the master's degree may complete an endorsement-only program of 57 hours. Prerequisites to the program include SpEd 101, 102 and 103, or demonstrated equivalent competency in American Sign Language.

The content for the Master of Science in Education in Teacher Preparation: Deaf Education includes the following:

Professional Education Core	9
SpEd 576M Past and Present Issues in Deaf Education	3
Basic and Standard Endorsement Program in Hearing Impaired	57
Total required for degree	69

Basic and Standard Endorsement in Hearing Impaired

SpEd 484/584 Introduction to Deaf and Hard-of-Hearing Studies	3
RC 562M Measurement and Assessment Procedures in Deafness and Rehabilitation	3
SpEd 509M Practicum I: Directed Observation of Students Having Hearing Impairments	1
SpEd 424/524 Legal Aspects of Special Education	3
SpEd 541M Diagnostic and Prescriptive Teaching for Deaf and Hard of Hearing Students	3
SpEd 556M First and Second Language Acquisition: Deaf and Hard of Hearing ...	3
SpEd 578M Speech Developments in Deaf and Hard of Hearing Students	3
SpEd 593M Introduction to Audiology	3
SpEd 509M Practicum II: Directed Deaf Education	3
SpEd 492/592 Language and Communication Systems: Deaf and Hard of Hearing	3
SpEd 515M Vocation/Transition Program for Special Education	3
SpEd 542M Curriculum Development and Instructional Methods for Deaf and Hard of Hearing Students	3
SpEd 557M American Sign Language and English Teaching Methods: Deaf and Hard of Hearing	3
SpEd 594M Aural Rehabilitation	4
SpEd 407/507 Seminar: Professional Development for Teachers	1
SpEd 431/531 Collaborative Consultation and Team Building	3
SpEd 539M Student Teaching	12
Total in endorsement	57

Learning Disabilities - Master of Science in Education

The graduate program in Learning Disabilities leads to a Master of Science in Education degree with a specialization in teaching students who have mild disabilities, including learning disabilities, educable mental retardation, behavior problems, and/or serious emotional disturbance. It includes requirements for the Oregon Basic and Standard Handicapped Learner endorsements. Undergraduate students in elementary or secondary education may complete prerequisites and begin the Basic Endorsement course work through the elective portion of their programs. Students who have completed the Basic Handicapped Learner Endorsement before entering the master's program may include elective concentrations in other areas such as early childhood education, severely handicapped, reading, educational media and, talented and gifted. Students not seeking the master's degree may complete an endorsement-only non-degree 5th year program. Students seeking admission to either the master's or non-

degree 5th year program must hold, or be eligible to hold, an elementary or a secondary teaching license. Prerequisites to the Basic Endorsement program include SpEd 470/570 and SpEd 489/589, or their equivalents. Secondary licensed students must also take Sp.Ed. 458/558, Teaching Basic Skills to Exceptional Learners.

The content for the Master of Science in Education in Learning Disabilities includes the following:

Professional Education Core	9
SpEd 573M Contemporary Issues: Mildly Handicapped	3
One of the following options:	33

Basic Endorsement graduate course work	31
Elective (as approved by advisor)	2

OR

Standard Endorsement graduate course work	18
Electives in special education (as approved by advisor)	15

Minimum Graduate Hours Required 45

Basic Endorsement in Handicapped Learner	31
SpEd 521M Assessment and Programming in Reading for Handicapped Learners	3
SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learners	3
SpEd 424/524 Legal Aspects of Special Education	3
SpEd 572M Curriculum, Methods, Materials for Handicapped Learners	3
SpEd 509M Practicum: Handicapped Learner	3
SpEd 523M Managing the Resource Room ...	3
SpEd 531 Collaborative Consultation and Team Building	3
SpEd 539M Student Teaching: Handicapped Learner	9
SpEd 507 Professional Development Seminar: Handicapped Learner	1

Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.

Standard Endorsement in Handicapped Learner	18
SpEd 515M Vocation/Transition Programs for Special Education	3
SpEd 516M Instructional Decision Making and Report Writing	3
SpEd 517M Implementation of Collaborative Strategies	3
SpEd 544M Programming for Students Having Serious Emotional Disturbance ...	3
SpEd 585M Administration, Supervision and Program Evaluation in Special Education	3
EPsy 523M Intelligence Testing and Reporting	3

Emphasis in Collaborative Consultation

Mainstreaming students with disabilities and providing support to classroom teachers requires that specialists and classroom teachers learn to collaborate and consult with one another. This area of emphasis may be selected by graduate students as part of a master's degree in education program. The area of emphasis includes:

SpEd 531 Collaborative Consultation and Team Building	3
SpEd 517M Implementation of Collaborative Strategies	3
SpEd 509M Practicum (in a consultation role)	3
SpEd 506M Consulting Teacher Conference	1-3
SpEd 509M Observation/Participation in Consultation	1-3

Total in the Area of Emphasis.....11-15

In addition, the final supervised field experience (SpEd 539M) required as part of the Basic Handicapped Learner Endorsement may include consultant experiences.

Emphasis in Teaching Students with Serious Emotional Disturbance

The range of students identified as handicapped learners includes those with behavior disorders and serious emotional disturbance. The following course work provides an elective area of emphasis which may be taken in conjunction with pursuit of a Handicapped Learner endorsement. It may also be taken in conjunction with a Masters program in Special Education.

SpEd 544M Programming for Students Having Serious Emotional Disturbance ...	3
Psy 563 The Maladjusted Child/Youth	3
SpEd 509M Practicum: Handicapped Learner (SED)	3
and one of the following:	3
Psy 580 Infancy and Early Childhood, or	
Psy 581 Middle and Late Childhood, or	
Psy 582 The Psychology of Adolescence	

Total in the Area of Emphasis 12

In addition, the final supervised field experience (SpEd 539) required as part of the Basic Handicapped Learner endorsement may take place in a classroom that serves students with serious emotional disturbance.

Multihandicapped - Master of Science in Education

This graduate program leads to a Master of Science in Education degree with a specialization in teaching students who have severe disabilities. Persons enrolled are prepared to work with students having moderate, severe, or profound mental retardation or multiple handicaps. It includes all of the requirements for Oregon Basic and Standard Severely Handicapped Learner endorsements.

Students seeking admission are not required to hold prior licensure. Those interested in human services rather than education may complete the master's degree program with an agency focus. Students who have completed the Basic Severely Handicapped Learner Endorsement before entering the Master's program may include elective concentrations in other areas, such as early childhood or mildly handicapped. Students not seeking the master's degree complete a non-degree, fifth-year endorsement-only program.

The content for the Master of Science in Education: Multihandicapped includes the following:

Professional education core	9
Severely Handicapped Learner Standard Endorsement Course work	15
Electives	21

(May be from Basic Severely Handicapped Learner Endorsement, or elective course work in special education as approved by program advisor.)

Minimum graduate hours required 45



Basic Endorsement in Severely Handicapped Learner	46
SpEd 470/570 Education and Habilitation of Individuals with Disabilities	3
SpEd 449/549 Curriculum/Assessment/Instructional Design I	3
SpEd 409 or 509M Practicum I: Severely Handicapped	3
SpEd 424/524 Legal Aspects of Special Education	3
SpEd 447/547 Family/Services Partnership	3
SpEd 440/540 Medical Aspects and Specialized Techniques in Special Education and Rehabilitation	3
SpEd 451/551 Curriculum/Assessment/Instructional Design II	3
SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students	3
SpEd 409 or 509M Practicum II: Severely Handicapped	3
SpEd 431/531 Collaborative Consultation and Team Building	3
SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps	3
SpEd 413 or 539M Student Teaching: Severely Handicapped	12
SpEd 407/507 Professional Development Seminar: Severely Handicapped	1

Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.

Standard Endorsement in Severely Handicapped Learner

SpEd 530M Contemporary Issues: Multihandicapped	3
Choose two from the following:	6
SpEd 515M Vocation/Transition Programs for Special Education	3
SpEd 521M Assessment and Programming in Reading for Handicapped Learners	3
SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learners ..	3
SpEd 544M Programming for Students Having Serious Emotional Disturbance ..	3
SpEd 566M Strategies for Teaching Students with Autism	3
SpEd 567M Strategies for Teaching Students with Deaf-Blindness	3
SpEd 568M Strategies for Teaching Students with Motor Impairments	3
SpEd 571M Intro to Early Intervention/Early Childhood Special Ed	3
Other Strategies Class as approved by advisor	3
Special Education Electives	6

Dual Endorsement (Basic) in Handicapped Learner and Severely Handicapped Learner

The Dual Endorsement Program leads to eligibility for both Handicapped Learner and Severely Handicapped Learner basic endorsements. The dual endorsement addresses recent trends in the way districts provide services to students with special needs. In more inclusive service models, special education teachers serve a wide range of students with disabilities. The Dual program is for graduate students only and can be incorporated into a Master's program.

Options are available for summer or fall entry. Contact an advisor in either the Handicapped Learner or Severely Handicapped Learner programs for details.

SpEd 470/570 Education and Habilitation of Individuals with Disabilities	3
SpEd 449/549 Curriculum/Assessment/Instructional Design I	3
SpEd 509M Practicum: Severely Handicapped	3
SpEd 424/524 Legal Aspects of Special Education	3
SpEd 447/547 Family/Services Partnership	3
SpEd 440/540 Medical Aspects and Specialized Techniques in Special Education and Rehabilitation	3
SpEd 451/551 Curriculum/Assessment/Instructional Design II	3
SpEd 509M Practicum: Handicapped Learner	3
SpEd 431/531 Collaborative Consultation and Team Building	3
SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps	3
SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students	3
SpEd 539M Student Teaching: Severely Handicapped Learner & Handicapped Learner	12
SpEd 407/507 Professional Development Seminar	1
SpEd 521M Assessment & Programming in Reading for Handicapped Learner	3
SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learner	3
SpEd 572M Curriculum Methods and Materials for Handicapped Learner	3

Total Credits 55

Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.

Basic and Standard Endorsement in Early Intervention and Special Education I and II

The Early Intervention and Special Education Endorsement Program focuses on the special educational needs of children from birth to age 8; and strategies for meeting those needs.

The Basic and Standard Endorsement Program in Early Intervention and Special Education I and II can lead to either an endorsement added to an elementary or special education license, or a license in special education. A program advisor can discuss in more detail information regarding licensing requirements.

Students completing any of these endorsements, with advisor approval, may also complete an M.S. in Education program with a specialization in either Early Childhood Education or Multihandicapped.

Basic Endorsement in Early Intervention and Special Education I

Early Intervention Core	12
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education	3
SpEd 509M Practicum: Early Intervention/Early Childhood Special Education	6

Students having an elementary Education Endorsement will complete the following credits:

Special Education Core	9
SpEd 570 Education & Habilitation of Students Having Disabilities	3
SpEd 540 Medical Aspects & Specialized Techniques	3
SpEd 550 Managing Communication Systems	3

Students having a Special Education Endorsement will complete the following credits:

Early Childhood Core	9
Ed 547 The Developing Child and Environments	3
Ed 548 Developmentally Appropriate Practices	3
Ed 585 The Early Childhood Educator	3

Total Credits 21

Basic Endorsement in Early Intervention and Special Education II

Early Intervention Core	16
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education	3
SpEd 531 Collaborative Consultation and Team building	3
SpEd 509M Practicum: Early Intervention/Early Childhood Special Education	6
SpEd 507 Professional Development Seminar: EI/ECSE	1

Special Education Core	9
SpEd 570 Education & Habilitation of Students Having Disabilities	3
SpEd 540 Medical Aspects & Specialized Techniques	3
SpEd 550 Managing Communication Systems	3

Early Childhood Core	9
Ed 547 The Developing Child and Environments	3
Ed 548 Developmentally Appropriate Practices	3
Ed 585 The Early Childhood Educator	3

Final Supervised Field Experience: EI/ECSE	
SpEd 539 Final Supervised Field Experience	12

Total Credits 46

Standard Endorsement in Early Intervention and Special Education I & II

Standard Endorsement	15
SpEd 530M Contemporary Issues: Multihandicapped	3
or	
Ed 519 Contemporary Development in Early Childhood Education	3
Electives	12
Chosen with program advisor from the following areas: Programming for Children Having Specific Disabilities; Working with Families and Family Systems; Child Development; Curriculum, Assessment, and Intervention Strategies; The Culturally Competent Professional.	

Emphasis in Mainstreaming Students Having Handicaps

This is an area of emphasis which may be elected by graduate students. The following courses are offered to give the regular classroom teacher knowledge of handicapping conditions, legal rights and responsibilities, curricular modifications, teaching strategies, and techniques of monitoring progress useful for mainstreamed students.

SpEd 570 Education and Habilitation of Individuals with Disabilities	3
SpEd 586 Mainstreaming Strategies for the Classroom Teacher	3
SpEd 587 The Classroom Teacher and the Special Education Process	3
SpEd 588 Evaluating and Monitoring the Progress of Mainstreamed Students	3
Total in emphasis	12

Rehabilitation Counseling-Master of Science in Education

Rehabilitation Counseling is offered at the graduate level only. Preparation consists of a two-year sequential program that integrates academic knowledge and theory with closely supervised counseling practice. The program is designed to prepare counselors to work with persons who have some type of physical or mental disability. Graduates are prepared for positions in a variety of agencies where the counselor is part of a team of specialists providing comprehensive services to persons of disability. Employment opportunities that are within the scope of training include: career and vocational counselor, personal issues and social skills counselor, case manager with local vocational and mental health agencies, community services coordinator, disabled student services or employee assistance program counselor, client advocate, and group or supported living coordinator.

The program emphasizes five major components:

- Individual and group counseling theory and technique
- The influence of career selection and personal independence on the daily lives of persons with disability
- The social and psychological impact of disability on an individual and family

- The federal and state service delivery systems for persons with disabilities
- Self-awareness on the part of the counselors-in-training.

The program offers two tracks: 1) the general Rehabilitation Counseling (RC) track offers a wide range of experiences with persons who have a variety of disabilities, 2) the Rehabilitation Counseling with deaf persons (RCD) emphasis maintains a national reputation, and is one of only seven national programs in deafness. The two tracks share several core classes, but those students specializing in deafness are assigned to a specifically focused internship experience coupled with additional required courses.

The program is certified by the Council on Rehabilitation Education (CORE). All students must complete at least 72 graduate credits of study. Training begins with the fall term each year and requires a minimum of six terms including summer term. Most full-time students complete the program in seven terms.

Rehabilitation Counseling Program:

RC 509M Practicum in Rehabilitation Counseling	9
RC 510M Rehabilitation Counseling Internship	15-18
RC 551M Theory and Techniques of Rehab. Counseling I	3
RC 552M Theory and Techniques of Rehab. Counseling II	3
RC 553M Theory and Techniques of Rehab. Counseling III	3
RC 561M Disability & Its Effect on Individual Behavior	3
RC 562M Measurement in Deafness and Rehabilitation	3
RC 564M Introduction to Rehabilitation	3
RC 565M Placement & Use of Comm Resources in Rehab.	3
RC 566M Caseload Management & Plan Formulation in Rehab.	3
RC 571M Group Procedures	3
RC 590M Professional Issues in Deafness Rehabilitation, or	
RC 595M Issues in Rehabilitation	3
Ed 512M Research Procedures in Education	3
SpEd 515M Vocational and Transition Programming for Special Education	3
SpEd 540 Medical Aspects in Sp Ed & Rehab	3
Electives	6-9

Minimum required for degree . 72

*All RC 509/510 sections will be P/NC grading only. A "P" grade represents work of at least "B" level.



Western's bookstore in the early 1970's

Required Support Rehabilitation

Counseling Deafness emphasis:

Students in the deafness rehabilitation emphasis in addition to Internship experiences with clients who are deaf will also take:

RC 507M Seminars: Special topics in Deafness Rehabilitation	2
SpEd 584 Orientation to Deafness	3
SpEd 594M Aural Rehabilitation	3

American Sign Language Proficiency: (9 hours)

SpEd 201 American Sign Language IV	3
SpEd 202 American Sign Language V	3
SpEd 203 Advanced ASL Vocabulary	3

ma/ms in correctional administration

The Master of Arts and Master of Science in Correctional Administration degree programs are designed to prepare students for advanced professional casework and administrative roles in Correctional Administration. Employment opportunities exist in private and governmental agencies that are responsible for supervision and treatment of juvenile and adult law offenders. Typical correctional agencies include juvenile and adult probation departments, adult penal institutions, juvenile training schools, parole, youth camps, juvenile detention facilities, youth and child care centers and shelter care for dependent, neglected and/or abused children.

Academic Studies and Professional Studies program options are available to meet students' academic and professional needs.

Both require the following professional core:

Professional Core	24
CJ 516M Community-Based Corrections	3
CJ 517M Criminal Justice Administration and Organizational Behavior	3
CJ 518M Criminal Law & Corrections	3
CJ 519M Detention/Jail/Correctional Facility Management	3
CJ 520M Offender Treatment	3
CJ 521M Human Resource Management in Criminal Justice	3
CJ 522M Strategic Planning in Criminal Justice	3
Ed 512M Research Procedures in Education	3

Requirements for the two program options include study in social or behavioral science areas as outlined below. Social and behavioral sciences available at Western are education and/or psychology, geography, history, and law enforcement.

Academic Studies Program

Professional Core	24
Supporting study in one social or behavioral science area	12
Supporting study in a second social or behavioral science area	9
Total required for degree	45

Professional Studies Program

Professional Core	24
Thesis/Field Study or On-Site Management Field Experience	9
Supporting study in a social or behavioral science area	12
Total required for degree	45

Graduate course descriptions

creative arts

Art

A 503M Thesis or Field Study 6 hours

A culminating experience for the degree candidate consisting of a practical application of his/her graduate studies to his/her professional needs. This culmination might result in a field study project related to improving the quality of art education in his school, an experimental study, an historical study or other type of in-depth study which meets the candidate's specific objectives.

A 504M Graduate Art History 3 hours

Graduate level investigation in selected areas of art history. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of instructor.

A 510M Graduate Seminar 3 hours

Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of instructor.

A 511M Graduate Workshop 3 hours

Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged. May be repeated for credit. Prerequisites: Admitted post-baccalaureate standing and consent of the instructor.

A 515M Graduate Design: Two-Dimensional 3 hours

Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of instructor.

A 516M Graduate Design: Three-Dimensional 3 hours

Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 520M Graduate Graphic Design 3 hours

Graduate level study and studio work in typography and visual communications. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructors.

A 530M Graduate Drawing 3 hours

Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 535M Graduate Life Drawing 3 hours

Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 555M Graduate Ceramics 3 hours

Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 560M Graduate Jewelry 3 hours

Graduate level advanced study in metals, mineral, process and form; development of personal emphasis and direction. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 570M Graduate Printmaking 3 hours

Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 576M Aesthetic Foundations of Visual Arts 3 hours

A study and analysis of philosophic aspects of the visual arts.

A 577M Contemporary Problems in Visual Art 3 hours

A course designed to offer critical examination of art in society, creativity, brain research, the computer and selected areas.

A 580M Graduate Painting 3 hours

Advanced study and studio production of painting as a personally expressive visual form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 590M Graduate Sculpture 3 hours

Advanced study of sculpture with studio work in three-dimensional artforms. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

A 599M Special Individual Studies: Graduate 3 hours

Terms and hours to be arranged. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing.

A 700 (p) In-Service Education

Art Education

ArE 490/590 Art in the Elementary School 3 hours

A course designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. Prerequisite: upper-division or graduate standing.



Graduate course descriptions

Music

Mus 506M Special Individual Studies 1-3 hours

This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

Mus 507M Seminar 1-15 hours Terms and hours to be arranged.

Mus 508M Workshop 1-15 hours Terms and hours to be arranged.

Mus 515M Arranging 2 hours

Independent study of texts on choral arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studies. Insofar as possible, arrangements will be performed and criticized on the basis of their practicability and accuracy.

Mus 520M Arranging and Compositional Studies 3 hours

Students will develop skills in arranging music and composing music based on models provided in class. Compositions and arrangements both old and new will be analyzed. Students then demonstrate a grasp of the styles studied through their own assigned and contracted compositions and arrangements. Reading and reports on texts and articles relating to the writing techniques of traditional, 20th-century and avant garde are encouraged. All compositions and arrangements will be performed and critiqued based on their performability, musicality and accuracy of notation.

Mus 521M Analytical and Compositional Studies 2 hours

Students will examine and analyze musical literature illustrating stylistic techniques. Grasp of style demonstrated by sample compositions. Reading and reports on texts and articles relating to writing techniques of traditional, 20th-century and avant garde music.

Mus 527M Computer Applications in Music 3 hours

Exploration and use of the microcomputer for CAI and management in music, word processing, database, spreadsheets, MIDI and music software, including music sequencing on a digital keyboard computer.

Mus 532M Advanced Instrumental Literature 2 hours

Advanced survey and analytical study of music literature for the wind ensemble and symphonic band. Research procedures for analysis and selection of instrumental music. Psychology of music programming. Study of stylistic periods of wind ensemble and symphonic band and evaluation of new music for wind ensemble and symphonic band.

Mus 534M Advanced Choral Literature 2 hours

An in-depth focus upon more difficult and complex choral literature for mixed (SATB) voices, with and without accompaniment.

Mus 550M Music History and Literature 3 hours

Study projects of selected representative composers from different musical eras. Emphasis on acquisition of competency in identifying stylistic traits peculiar to each style studied and their relationship to other periods, and on developing a sensitivity for aesthetic values and a basis for value judgments. (Specific content determined by placement examination.)

Mus 551M Music History and Literature 2 hours

Individual projects in Music History / Musicology. Prerequisite: Mus 550 or consent of instructor.

Mus 570M Advanced Conducting and Literature 3 hours

Problems and techniques in choral and instrumental conducting. Preparation of repertoire and proper interpretation of music of all periods. Emphasis on problems and solutions in contemporary music. Challenging new literature for band, chorus, and combined ensembles, including evaluation.

Mus 571M Conducting 2 hours each

Problems and techniques in choral or instrumental conducting. Preparation of repertoire and proper interpretation of music from various periods. Emphasis on problems of contemporary music. (Specific content determined by placement examination.)

Mus 595M Concert Band 1 hour

Participation in Concert Band: Open to graduate students who pass the necessary test of ability. Class meets 3 hours per week. Emphasis on band ensemble techniques, musical style, interpretation, and the historical and educational importance of the literature.

Mus 597M Concert Choir 1 hour

Participation in Concert Choir: Open to graduate students who pass the necessary test of ability. Emphasis on choral technique, musical style, interpretation, and the historical and educational importance of the literature. Class meets 3-5 hours per week.

Mus 700 (p) In-Service Education

Music Performance

MuP 541M-562M Performance Studies 1-2 hours each term

Individual instruction at the graduate level. Consent of instructor required. For details, see MuP 341-362.

Theater Arts

TA 434/534, 436/536 Advanced Theater Technology and Design 3 hours each term

Advanced work in the area of scene and lighting design (434/534): Prerequisite TA 244, 245, 347 or consent of instructor. Advanced work in the area of costuming (436/536): TA 246 or consent of instructor.

TA 444/544 Theory and Criticism of Theater Arts 3 hours

Comparative study of the major theories which have influenced theatrical practice in western civilizations from ancient times to the present.

TA 457/557 Production Styles 3 hours

The study of the practical processes of directing by which plays are produced in the theater. Students will study the problems of directing by practical application of various theories in rehearsal and production of scenes from a variety of types of plays and styles of performance. Prerequisite: at least one course in acting and directing or consent of instructor.

TA 506M Special Individual Studies 1-3 hours

Designed for graduate advanced individual study in some aspects of the theater arts. Prerequisite: consent of instructor.

TA 507M Seminar 1-15 hours Terms and hours to be arranged

Designed for graduate students as a supplemental enrichment course of study in the theatrical literature and history, or production techniques, of a specific nation, culture, or the work of a particular theatrical artist of contemporary or historical significance. Prerequisite: consent of instructor.

Graduate course descriptions

TA 508M Workshop 1-3 hours
Terms and hours to be arranged.

TA 509M Practicum 1-15 hours
Terms and hours to be arranged.

humanities

English

Eng 407/507 Seminar 1-3 hours
Terms and hours to be arranged.

Eng 436/536 Advanced Shakespeare 3 hours

An intensive study of the sources, backgrounds and texts of a selected few of Shakespeare's plays. Prerequisite: Eng 345 or consent of instructor.

Eng 445/545 Women Writers 3 hours

A study of women writers and their works. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

Eng 447/547 The Study of Major Figures in Literature 3 hours

An in-depth study of a major writer and his works. This course may be taken twice if content is not repeated.

Eng 457/557 Modern Poetry 3 hours
A study of 20th century poetry and poets.

Eng 463/563 Modern Drama 3 hours
The study of modern dramatic literature from Ibsen to the present, focusing on the works of major playwrights, those who have shaped and influenced the nature of current theater.

Eng 468/568 The Modern Novel 3 hours

The modern novel with concentration in both Anglo-American and Continental works.

Eng 470/570 Modern American Usage 3 hours

An examination of current American usage and the question of standard dialect based on modern studies in linguistics. The relationship between grammar and usage is examined to help the student and the prospective teacher. Prerequisite: Eng 110, 270, or 310.

Eng 484/584 Comedy 3 hours
Comedies and the comic concept in Western literature.

Eng 485/585 Tragedy 3 hours
An analysis of tragedy and the tragic vision in a range of literary works.

Eng 486/586 Satire 3 hours
An analysis of satire and its literary forms.

Eng 506M Special Individual Studies 1-15 hours
Terms and hours to be arranged.

To provide graduate students the opportunity to study a special or individual area of interest under the guidance of a designated faculty member. Consent of instructor required.

Eng 510M Theories of Grammar 3 hours

A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

Eng 515M Applied Linguistics for Teachers 3 hours

Application of principles of the scientific study of language to areas that would be of interest to teachers, including pronunciation, grammar, dialect, spelling, vocabulary development and English as a second language. No prerequisites.

Eng 520M Studies in Literary Eras 3 hours

A study of a significant literary era in European, British, and American literature, such as Classical, Medieval, Renaissance, Augustan, Romantic, Realistic, Modern and Contemporary. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

Eng 524M British Literature 3-6 hours

A study of a period, literary movement or theme in British literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

Eng 526M American Literature 3 hours

A study of a period, literary movement or theme in American literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

Eng 528M Continental Literature 3 hours

A study of a period, literary movement or theme in European Continental Literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

Eng 531M Major Theories of Literary Criticism 3 hours

The history, principles and practice of various aspects of literary criticism. Prerequisite: 15 hours of literature or consent of instructor.

French

(All courses conducted in French)

Fr 506M Special Individual Studies 1-15 hours
Terms and hours to be arranged.

Fr 523M Studies in French Literature: The Early Periods 3 hours

A study of a period, narrative genre, or major figure in Medieval and/or Renaissance French literature. Analysis of the works from the perspective of modern criticism. May be taken twice if subject matter is not repeated.

Fr 524M Studies in French Literature: The Modern Periods 3 hours

A study of a period, genre, or major figure from the end of the Ancient Regime to the present. Analysis of the works from the perspective of modern criticism. May be taken twice if content is not repeated.

German

GL 423/523 Studies in German Language and Literature 2-6 hours

An in-depth study of a literary figure, literary genre, or other relevant activity related to the study of German language, literature, and modern Germany, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 hours if the subject content is not repeated.

GL 507M Seminar 1-6 hours

An in-depth study of a literary figure, literary genre or other relevant activity related to the German language.

GL 524M, 525M German Stylistics 3 hours each

A study of spoken and written German, with special emphasis on syntax, style, structure and elements that characterize the style of a writer, a period or a movement.

Humanities

Hum 409/509 Internship 1-12 hours
Terms and hours to be arranged.

Supervised practical experience in a Humanities discipline, with supervision from a Humanities faculty member as appropriate (e.g., in the "Philosophy for Children" program, as a writer for an ad agency, as a master of ceremonies for a club's program).

Graduate course descriptions

Hum 503M Thesis 3-9 hours

Hum 506M Special Individual Studies 1-6 hours
Terms and hours to be arranged.

Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

Hum 507M Seminar 1-15 hours
Terms and hours to be arranged.

Hum 508M Workshop 2-3 hours

Hum 533M Philosophy in the Classroom 1-6 hours

Theory and pedagogy of developing reasoning skills and rational dispositions in the school classroom through guided philosophical discussions. Participants are involved in apprenticeship-type experiences in the conduct of such discussions. Content of course will vary, depending on chosen focus as to grade level(s) and subject area(s) of the curriculum. Course may be repeated up to a maximum of 8 hours if content is not repeated.

Hum 534M Project in Philosophy in the Classroom 1-3 hours

Follow-up project to Hum 533, to be taken in conjunction with that course or with special permission of the instructor.

Hum 700 (p) In-Service Education

Philosophy

Phl 433/533 Philosophy for Children 3 hours

Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate, and secondary levels, making use of curricula such as those developed by the Institute for the Advancement of Philosophy for Children. Prerequisite: Consent of instructor. Course may be retaken up to a maximum of 9 hours if content is not repeated. Limit of 20 students.

Phl 507M Seminar 3 hours

One of a variety of topics in philosophy as announced in the schedule of classes.

Religion

R 460/560 Comparative Religion 3 hours

A study and comparison of the great religions of the world. R 201 and R 204, or equivalent recommended as background.

Writing

Wr 430/530 The History of Composition and Rhetoric 3 hours

A writing course incorporating the study of selected texts in the history of composition and rhetoric from Aristotle to Burke.

Wr 440/540 Teaching of Writing 3 hours

A writing course, dealing with current theories and practices in teaching writing in English Language Arts and other subject areas in the public school.

Wr 506M Special Individual Studies 1-6 hours

Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.

Wr 510M Forms of Expository Prose 3 hours

Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

natural sciences and mathematics

Biology

Bi 407/507 Seminar 1-15 hours
Terms and hours to be arranged.

Bi 440/540 Emerging and Re-emerging Infectious Diseases 3 hours

Identification of factors that encourage the emergence and spread of emerging and re-emerging infectious agents, for example, Ebola virus and Mycobacterium tuberculosis. A biological, epidemiological, social, ecological and evolutionary approach to understanding new global health problems. Sequence in Biology or permission of instructor.

Bi 458/558 Field Biology 3-4 hours

Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. Prerequisite: consent of instructor.

Bi 465/565 Natural History of the Mushroom 3 hours

An introduction to the higher fungi with emphasis on the classification and identification of mushrooms growing in Western Oregon. Weekly field trips required. Offered alternate years. Prerequisite: Bi 101 or consent of instructor.

Bi 506M Special Individual Studies 1-15 hours
Terms and hours to be arranged.

Bi 508M Workshop 1-15 hours
Terms and hours to be arranged.

Bi 509M Practicum 1-9 hours
Terms and hours to be arranged.

Bi 524M Human Dissection 2-5 hours

Advanced study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be determined by the background of the student and goals agreed upon by the student and instructor. Prerequisite: graduate standing and permission of instructor.

Bi 566M Edible/Poisonous Plants 3 hours

A study of the edible and poisonous plants of western Oregon and the surrounding area. Emphasis is placed on being able to recognize or identify through the use of keys the potentially edible and poisonous plants one is most likely to encounter in the field and in or near the home. Symptoms of poisoning and antidotes for such poisoning in both humans and other animals are discussed. The preparation and uses of various edible plants are also covered. Two hours lecture plus one three-hour laboratory. Prerequisite: Bi 321 or consent of instructor.

Bi 588M Cell Biology 4 hours

A course in molecular cell biology which places emphasis on the study of the structure and function of cells and cell organelles using contemporary techniques of microscopy, tissue culture, centrifugation, electrophoresis, radioautography and DNA techniques. Three lectures and two three-hour laboratory periods. Prerequisites: Bi 388 or consent of instructor.

Chemistry

Ch 450/550 Biochemistry I 3 hours

A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. Prerequisite: Ch 336 or consent of the instructor.

Graduate course descriptions

Ch 452/552 Biochemistry Laboratory 3 hours

An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques, and protein purification. One hour lecture and one four hour lab. A research project will be required for graduate credit. Prerequisite: Ch 336, Ch 450, Mth 251 equivalent or consent of instructor.

Ch 508M Workshop 1-15 hours Terms and hours to be arranged.

Ch 570M Selected Topics in Chemistry 1-3 hours

In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry. Prerequisite: consent of instructor.

General Science

GS 411/511 History of Science 3 hours

A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. Prerequisites: Two sequences in natural sciences or mathematics or consent of instructor.

GS 424/524 Astronomy 3 hours

A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. Prerequisites: one year each of college physical science and mathematics.

GS 501M Research 1-15 hours Terms and hours to be arranged.

GS 502M Independent Study 1-15 hours Terms and hours to be arranged.

GS 503M Thesis or Field Study 3-9 hours

GS 506M Special Individual Studies 1-15 hours Terms and hours to be arranged.

GS 507M Seminar 1-15 hours Terms and hours to be arranged.

GS 508M Workshop 1-15 hours Terms and hours to be arranged.

GS 512M History of Science 3 hours

Intensive study of the history of one particular branch of the natural sciences with emphasis on the modern period. Usually offered by arrangement with a staff member in that branch. Prerequisite: GS 411 or consent of instructor.

GS 525M A Concept Approach to Science 3 hours

This course will identify basic concepts common to all disciplines of science, explain their various applications to individual sciences, and expand their application beyond science to a global, interdisciplinary understanding of the concepts.

GS 591M Physical Oceanography for Teachers 3 hours

Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. Prerequisite: chemistry or permission of the instructor.

GS 592M Geological Oceanography for Teachers 3 hours

The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

GS 700 (p) In-Service Education

Geology

G 407/507 Seminar 1-15 hours Terms and hours to be arranged.

G 408/508 Workshop 1-15 hours Terms and hours to be arranged.

G 440/540 Fossils of Oregon 4 hours

A study of the nature, distribution and relationships of invertebrate, vertebrate and plant fossils in Oregon. Two lectures and two two-hour laboratories. Graduate students will be expected to complete an extra project which will involve the collection, identification and description of a fossil locality.

G 450/550 Rocks and Minerals 3 hours

A study of the structure, chemistry, physical properties and occurrences of minerals and the textures, compositions and genetic associations of rocks. The subject matter and format of the course are designed for classroom teachers. One lecture and two two-hour laboratories per week. Prerequisites: upper-division or graduate standing, prior geology course, or consent of instructor.

G 453/553 Geology of the Pacific Northwest 3 hours

A study of the mineral resources, rocks, structures and landscapes of the region. Changes in geologic setting and climate are inferred from structural and paleontologic evidence, and the evolution of the area is traced through geologic time. Two lectures and one two-hour laboratory.

G 460/560 Geology of Mineral Resources 3 hours

Study of the nature, origin and distribution of ores, fuels and industrial rock. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.



Graduate course descriptions

G 473/573 Environmental Geology 3 hours

Investigation of geologic hazards and the application of geology to the environment of man, including mineral resources and land utilization, modification, planning and control. Prerequisite: G 351 or consent of instructor.

G 476/576 Water Resources 3 hours

Concepts of the hydrologic cycle and man's interaction and impact on the hydrologic system. Special emphasis on water use, quality and supply. Field trips will be used to study specific water problems in the Pacific Northwest. Graduate students must do a term report.

G 501M Research 1-15 hours Terms and hours to be arranged.

G 503M Thesis or Field Study 3-9 hours. Terms and hours to be arranged.

G 506M Special Individual Studies 1-15 hours Terms and hours to be arranged.

G 554M Volcanology 3 hours

Studies of the processes and products of volcanism—rock types, structures, field occurrences, structural settings, conditions of origin and geologic history of volcanism with special emphasis on the Pacific Northwest. In-depth term paper or project required.

G 555M Glacial Geology 3 hours

A study of glacial processes and products including those associated with alpine, continental and periglacial settings. Work with topographic maps, aerial photographs, and examples of glaciation in the Pacific Northwest. Appropriate term paper or project required.

G 556M Geology of North America 3 hours

Study of the geologic structure, evolution and geomorphology of the North American continent. Two lectures and one two-hour laboratory. Prerequisite: consent of instructor. Offered summers only.

Mathematics

Mth 407/507 Seminar 1-3 hours Terms and hours to be arranged.

Mth 410/510 Advanced Topics: Analysis 3 hours

Students enrolled in Mth 510 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

Mth 420/520 Advanced Topics: Applied Mathematics 3 hours

Students enrolled in Mth 520 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

Mth 430/530 Advanced Topics: Geometry 3 hours

Students enrolled in Mth 530 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

Mth 437/537 Set Theory and Topology 3 hours

Introduction to point set topology including a study of various topological spaces, continuous mappings, and the hierarchy of topological spaces. Students enrolled in Mth 537 will be expected to complete a graduate project. Prerequisite: Mth 311.

Mth 441/541 Linear Algebra II 3 hours

Complex vector spaces, linear transformations, canonical forms, the Spectral Theorem and eigenvalue problems, applications. Students enrolled in Mth 541 will be expected to complete a graduate project. Prerequisite: Mth 345.

Mth 498/598 Computer Applications in Math 3 hours

Integration of the computer into mathematics as a tool in problem solving and traditional mathematical computations at all levels. Commercial and student-written programs will be used. Students enrolled in Mth 598 will be expected to complete a graduate project. Prerequisite: CS 211, Mth 252, or consent of instructor.

Mth 501M Research 1-9 hours Terms and hours to be arranged.

Mth 502M Independent Study 1-3 hours Terms and hours to be arranged.

Mth 503M Thesis 1-9 hours Terms and hours to be arranged.

Mth 504M Work Experience; Internship 1-9 hours Terms and hours to be arranged.

Mth 505M Reading and Conference 1-6 hours Terms and hours to be arranged.

Mth 506M Special Problems/ Projects 1-3 hours Terms and hours to be arranged.

Mth 508M Workshop 1-9 hours Terms and hours to be arranged.

Mth 509M Practicum 1-4 hours Terms and hours to be arranged.

Mth 517M Complex Analysis I 3 hours

The analysis of functions of a single complex variable. Conformal mappings, the Cauchy-Riemann equations, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions, Morera's Theorem, the Fundamental Theorem of Algebra, additional topics and applications. Prerequisite: Consent of instructor.

Mth 538M Transformational Geometry I 3 hours

A study of the geometric transformations of the plane and their group structure. The first part of the culminates in the classification theorem for Isometries of the Plane. The later part of the course focuses on the Frieze Groups and the Wallpaper Groups. Prerequisite: Consent of the instructor.

Mth 547M Abstract Algebra I 3 hours

A rigorous advanced treatment of group theory. Examples from many branches of mathematics. Normal subgroups, quotient groups, the homomorphism and isomorphism theorems. Students will be required to complete an expository paper exploring an application of groups in some other area of mathematics or science, or trace the historical development of a selected topics as detailed by the instructor. Prerequisite: Consent of the instructor.

Mth 548M Abstract Algebra II 3 hours

A rigorous treatment of rings and fields. Examples from many branches of mathematics. Ideals and quotient rings, categorization of rings, Euclidean domains, polynomial rings, fields. Prerequisite: Consent of instructor.

Graduate course descriptions

Mth 552M Numerical Analysis I 3 hours

Approximation of functions, interpolation, curve fitting, numerical integration, orthogonal systems and the representation of functions, numerical solutions of systems of linear equations, conditioning. Prerequisite: Consent of the instructor. (Recommended: Any of the following: Mth 311, 314, 365, or 441.)

Mth 573M History of Mathematics I 3 hours

The history of mathematics from ancient to modern times; the effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. Students will write a paper to be presented in class focusing on either the history of one of the major areas of mathematics from its origins to modern times, or on one of the major turning points in the history of mathematics and its significance. Prerequisite: Consent of the instructor.

Mth 581M Logic and the Foundations of Mathematics I 3 hours

A careful analysis of methods of proof. Axiomatic systems, consistency, the elaboration of mathematical structures from a minimal set of axioms and basic principles of logic. Construction of number systems. Cardinality. Prerequisite: Consent of the instructor.

Mth 590M Advanced Topics: Mathematics Education 3 hours

A study of selected topics in the teaching of mathematics. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

Physics

Ph 581M, 582M Modern Physics 3 hours each term

A survey of the developments in physics since 1895. Topics include relativity and quantum mechanics, solid-state and low-temperature physics, cosmic rays, and fundamental particles and forces. Three lectures. Prerequisite: one year each of college mathematics and physics. Offered during summer session.

social science

Anthropology

Anth 463/563 Culture and Education 3 hours

Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational systems of different cultures and U.S. minority educational problems and solutions are examined.

Criminal Justice

CJ 423/523 Middle Management for Law Enforcement 3 hours

Managerial concepts, administrative principles and supervisory practices for the middle command officer. Police leadership, policy formulation and application of sound management practices. Prerequisite: Consent of instructor.

CJ 424/524 Law Enforcement Planning 3 hours

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. Prerequisite: Consent of instructor.

CJ 425/525 Personnel Management in Law Enforcement 3 hours

Issues in personnel problems and practices: collective bargaining, professionalism, motivation, training, productivity and accountability. Prerequisite: Consent of instructor.

CJ 450/550 Criminology 3 hours

A description and analysis of types of crimes, types of criminals and the major theories of crime causation. An examination of past and present incidence rates of crimes; the socio-economic, cultural and psychological variables related to criminal behavior; and a review of possible solutions to the crime problem.

CJ 451/551 Juvenile Delinquency: Prevention and Control 3 hours

Social dimensions of juvenile delinquency, its nature, demographic distribution and causes; a comparison and analysis of agencies, police, courts, individuals, groups and communities in their respective roles of treatment, control and prevention.

CJ 452/552 Legal Aspects of Law Enforcement 3 hours

The concepts of due process and application of the Bill of Rights in criminal law are examined in the light of U.S. Supreme Court decisions. State and federal procedural law is reviewed as well as relevant new legislation. Prerequisite: introductory course in criminal law.

CJ 453/553 Penology 3 hours

The evolution of punishment; penological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community.

CJ 454/554 Parole and Probation 3 hours

History of parole and probation, adult and juvenile parole and probation (a comparison of systems), contemporary practices and theories, administration and research, treatment processes and tools.

CJ 455/555 Correctional Casework and Counseling 3 hours

History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment.

CJ 463/563 Juvenile Issues 3 hours

This course focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court.

CJ 501M Research 3-9 hours Terms and hours to be arranged.

CJ 503M Thesis/Field Study 1-9 hours Terms and hours to be arranged.

CJ 506M Special Individual Studies 1-15 hours Term and hours to be arranged.

CJ 507M Seminar 1-15 hours Term and hours to be arranged.

CJ 508M Workshop 1-15 hours Term and hours to be arranged.

CJ 516M Community-Based Corrections 3 hours

Inventory, assessment and impact of community based programs implemented for treatment and care of the juvenile and adult offenders.

Graduate course descriptions

CJ 517M Criminal Justice Administration and Organizational Behavior 3 hours

Designed to provide the student with administrative competence in problem identification and problem solving techniques as applied to agency and personnel roles within the adult and juvenile systems of justice.

CJ 518M Criminal Law and Corrections 3 hours

The substantive criminal law with its corresponding penal sanctions. Review of recent court cases, with emphasis on their import in the corrections process, including the legal rights of offenders.

CJ 519M Detention/Jail/Correctional Facility Management 3 hours

A study of the way that detention, jail and correctional facilities are organized and managed.

CJ 520M Offender Treatment 3 hours

A study of the organization and administration of correctional treatment programs for the juvenile and adult law offender.

CJ 521M Human Resource Management in Criminal Justice 3 hours

Students will explore the recruiting, selection, training, assignment, discipline and promotion of personnel in criminal justice. The emphasis is on the philosophy, theory, and practice of human resource management in the contemporary public safety agency.

CJ 522M Strategic Planning in Criminal Justice 3 hours

Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning. The strategies for future thinking, visioning, organizational values, environmental concerns, stakeholders and forecasting will be studied. Study and research will focus on the philosophy, theory, and application of strategic planning in criminal justice agencies.

CJ 556M Contemporary Issues in Criminal Justice 3 hours

A study of contemporary issues in criminal justice.

Geography

Geog 406/506 Special Individual Studies 1-6 hours Terms and hours to be arranged.

A specialized or individualized course of study within geography developed in consultation with the instructor.

Geog 407/507 Seminar 1-3 hours Terms and hours to be arranged.

Intended for non-teaching majors. Maximum of 3 hours.

Geog 409/509 Practicum 3-12 hours Terms and hours to be arranged.

Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

Geog 411/511 Cultural Geography: Landscape and Diffusion 3 hours

Analysis of geographic theory and geographic information related to understanding the basic characteristics of culture, landscape, diffusion, and region.

Geog 412/512 Cultural Geography: Selected Topics 3 hours

Analysis of traditional and contemporary research topics in cultural geography.

Geog 413/513 Urban Geography 3 hours

Urban settlements in terms of patterns, forms and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

Geog 414/514 Geographic Backgrounds of American History 3 hours

Diffusion of culture traits across the United States from the 17th century to the present. Emphasis on settlement, transportation, religion, agriculture, communication systems and the differentiation of regional cultures.

Geog 416/516 Location Analysis and Marketing 3 hours

An examination of theories, models, and case studies leading to the solution of problems involving site selection, location analysis, and marketing.

Geog 418/518 International Trade and Transportation 3 hours

Analysis of the origins, routes, destinations of the flows of major commodities, goods, services, and people across national boundaries. Global perspective will include theories and case studies of contemporary and evolutionary patterns.

Geog 501M Research 1-3 hours Terms and hours to be arranged.

Geog 503M Thesis 3-9 hours Terms and hours to be arranged.

Geog 508M Workshop 1-3 hours Terms and hours to be arranged.

Geog 520M Physical Geography and Field Methods for Teachers 3 hours

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

History

Hst 420/520 Philosophies of History 3 hours

The evolution of the discipline of history as portrayed through the writings of the major historians. Prerequisite: Consent of instructor.

Hst 443/543 Europe in Ascendancy 3 hours

Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

Hst 444/544, 445/545 20th-Century Europe 3 hours each term

The impact of World War I, the inter-war adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe, including the disintegration of the Soviet Union and Yugoslavia.

Hst 447/547 History of Russia/Eastern Europe 3 hours

The History of Russia and Eastern Europe from the time of the Black Death to the eve of the Enlightenment in the Mid-18th Century. This course is designed to convey an understanding of the reasons for the relative underdevelopment of this geographic area compared to Western Europe, setting the stage for later peculiarities in the political, social and cultural history of Eastern Europe and Russia.

Graduate course descriptions

Hst 448/548 History of Russia/Eastern Europe 3 hours

The History of Russia and Eastern Europe from the Age of Enlightenment to the First World War. Focal points of this course will be various attempts to 'modernize' those societies; the development of nationalism; the development of labor movements; and the survival of absolutist monarchies into the 20th century.

Hst 449/549 History of Russia/Eastern Europe 3 hours

The History of Russia and Eastern Europe from the Russian Revolutions of 1917 to the Present. Emphasis will be placed on understanding the origins and the nature of Bolshevism, Stalinism, and Soviet society; the rise of right-wing authoritarian regimes in Eastern Europe between the First and Second World Wars; the mechanisms of inclusion of Eastern Europe into the Soviet sphere of influence after 1945; the reasons for the ultimate disintegration of Eastern bloc societies and economies; and the nature of the revolutions of 1989.

Hst 452/552 History of Spain 3 hours

Starting with a description of Islamic civilization in medieval Iberia, this course will trace the evolution of the multicultural and multinational state we now call Spain up to the year 1812. The gradual reconquest of Arab Spain by Christian armies, the emergence of a global empire, the cultural achievements of early modern Spain, and the impact of Enlightenment ideology will be some of the crucial issues structuring this course.

Hst 453/553 History of Spain 3 hours

Starting with the French occupation of Spain (1808-1813), this course will first analyze the turbulent interrelationship between liberalism and conservatism characterizing much of the 19th century in Spain. The loss of most imperial possessions also cast its shadow over 19th century Spain and will be fully addressed. The development of nationalisms, socialism and anarchism, the origin of nature of the Spanish Civil War, the Franco dictatorship, and the surprisingly smooth transition to democracy in the 1970s will be some of the issues addressed in later stages of this course.

Hst 478/578 History of the Pacific Northwest 3 hours

Historical, cultural, economic, and political developments of the Pacific Northwest from the pre-white period to the present.

Hst 480/580 The United States in the 20th Century 3 hours

From the Progressive Era through the onset of the Great Depression. The reform tradition and its successes and failures as it dealt with the rise of an industrial and urban society.

Hst 481/581 The United States in the 20th Century 3 hours

The New Deal and its attempt to redirect politics and economics during the depression decade. World War II and the postwar adjustments. Emergence of the U.S. as an international power.

Hst 490/590 20th-Century Latin America 3 hours

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

Hst 491/591 History of Inter-American Relations 3 hours

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

Hst 492/592 World Problems 3 hours

Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.

Hst 501M Research 1-6 hours Terms and hours to be arranged.

Hst 503M Thesis 1-6 hours Terms and hours to be arranged.

Hst 505M Reading and Conference 1-6 hours Terms and hours to be arranged.

Hst 507M Seminar 3 hours

Hst 508M Workshop 1-6 hours Terms and hours to be arranged.

Hst 509M Practicum 1-9 hours Terms and hours to be arranged.

Hst 521M United States Before 1865: Topic 3 hours

Reading, discussion and research of the historical literature relevant to the United States prior to 1865.

Hst 522M United States After 1865: Topic 3 hours

Reading, discussion and research of the historical literature relevant to the United States since 1865.

Hst 523M Latin America: Topic 3 hours

Reading, discussion and research of the historical literature relevant to Latin America.

Hst 524M Europe: Topic 3 hours

Reading, discussion and research of the historical literature relevant to Europe.

Hst 525M Asia: Topic 3 hours

Reading, discussion and research of the historical literature relevant to Asia.

Hst 526M Africa: Topic 3 hours

Reading, discussion and research of the historical literature relevant to Africa.

Political Science

PS 501M Research 1-6 hours Terms and hours to be arranged.

PS 503M Thesis or Field Study 1-6 hours Terms and hours to be arranged.

PS 505M Reading and Conference 1-6 hours Terms and hours to be arranged.

PS 507M Seminar 3 hours

PS 508M Workshop 1-6 hours

PS 509M Practicum: Internship 1-9 hours

Psychology

Psy 415/515 Psychology of Sports 3 hours

This course will survey the current state of the psychology of sports. Psychological theory and research findings will provide the basis for suggestions about applications to sport situations. A central focus will be on the critical and empirical evaluation of the common knowledge in this area. Prerequisite: Psy 201, 202 or equivalent.

Psy 435/535 Theories of Personality 3 hours

Major historical and contemporary theories of personality development and function and their relation to current issues in psychology. Prerequisite: a 300-level course in psychology.

Graduate course descriptions

Psy 437/537 Advanced Social Psychology 3 hours

An in-depth study of several social-psychological theories and their application to social issues and interactions. Topics may include small group interaction and functioning, social cognition, attitudes and persuasion, social influence and social relations. Prerequisite: Psy 334 or equivalent.

Psy 440/540 Small Group Theory 3 hours

Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups. Prerequisite: six or more hours of upper-division psychology courses.

Psy 443/543 Group Processes 3 hours

An analysis of the basic psychological processes of group interactions. Principles, techniques, and characteristics of productive groups in business, education and the community will be discussed. Prerequisite: Psy 201, 202 or equivalent.

Psy 445/545 Organizational Psychology 3 hours

A study of psychology as applied to work settings in industry, business, government, and social service. Topics include trends in organizational design, personnel selection and placement, human resource management, work motivation, job satisfaction and leadership. Prerequisite: Psy 201, 202 or 334.

Psy 446/546 Strategic Human Resource Planning 3 hours

Investigation of human resource needs including manpower planning systems; concepts of adult learning and development; long- and short-range planning models; and employee training programs. Prerequisite: Psy 445/545.

Psy 447/547 Organizational Structure and Functions 3 hours

An advanced course in organizational psychology integrating processes and principles in organizational settings. Prerequisites: Psy 445/545, 446/546, plus six additional hours selected from the following: Psy 423, 443/543, 448/548, 467, 468 or 496/596.

Psy 448/548 Topics in Organizational Psychology 3 hours

Topics may include at different times: strategic planning and implementation; productivity issues; career development with organizations; managerial participative management programs; negotiation, mediation and arbitration processes; and other topics of special interest. May be repeated under different subtitles. Prerequisite: Psy 445/545.

Psy 450/550 Abnormal Psychology 3 hours

The nature, causes and treatment of various forms of unusual behavior and emotional disturbance. The full range of abnormality will be examined from extreme reactions to stressful events to psychotic breaks with reality as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association. The course will integrate perspectives generated from psychological theory, research and physiological findings. Prerequisite: a 300-level course in psychology.

Psy 451/551 Biopsychology 3 hours

A study of the ways that the physiology of the body is related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states and psychopharmacologic agents. Prerequisites: Psy 201, 202 or equivalent.

Psy 463/563 The Maladjusted Child 3 hours

Examination of the nature, causes and treatment of emotional and social maladjustments in children and adolescents. A broad range of disturbances will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. Prerequisites: a 300-level psychology course.

Psy 465/565 Motivation 3 hours

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered. Prerequisite: 3 or more hours of 300-level psychology.

Psy 471/571 Computers in Psychology 3 hours

Survey of computer applications in psychology with emphasis on microcomputers. Topics include computer testing: methods and ethics, computer aided instruction, artificial intelligence, networking and research applications. Prerequisite: Psy 201, 202 and CS 101 or equivalent.

Psy 472/572 Psychological Assessment 3 hours

The use of psychological assessment approaches to developing understanding of individuals and groups. Basic principles of test theory and interpretation of test scores will provide a framework for test evaluation. Interviewing and non-quantitative assessment approaches will also be examined. Research and theoretical issues involving major constructs such as intelligence, aptitude, interest and personality will be addressed. Prerequisite: a 300-level psychology course.

Psy 480/580 Infancy and Early Childhood 3 hours

Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with an emphasis on applications for professionals offering services to young children and their families. Prerequisites: Psy 201, 202, 311 or equivalent.



Graduate course descriptions

Psy 481/581 Middle and Late Childhood
3 hours

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development, and deviations from typical development. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 482/582 The Psychology of Adolescence
3 hours

Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers, and professionals offering services to adolescents and youth. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 483/583 Adulthood and Aging
3 hours

Examination of current models of aging. Includes theory and research relevant to early, middle, and late adulthood. Emphasis on applications of information concerning the issues of adulthood. Prerequisites: Psy 201, 202, 311 or equivalent.

Psy 484/584 Theories of Development
3 hours

Theories of human development across the lifespan are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 485/585 Special Topics in Developmental Psychology
3 hours

Each quarter that this course is offered, a single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development, or social skills training. May be repeated under different subtitles. Prerequisite: Psy 201, 202, 311 or equivalent.

Psy 492/592 Psychology of Women
3 hours

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work. Prerequisite: Psy 201, 202 or equivalent.

Psy 496/596 Program Evaluation
3 hours

An introduction to the purposes, models, and methods of quantitative and qualitative evaluation of programs in agencies, schools, businesses, and organizations. Prerequisite: Psy 217 or equivalent.

Psy 498/598 Advanced General Psychology
3 hours

A survey of the latest and most important research findings in the major areas of psychology including human development, physiological, social, learning, memory, motivation, personality, abnormal, health, thinking and perception. Prerequisite: minimum of 15 hours of upper division psychology courses.

Psy 506M Special Individual Studies
1-6 hours
Terms and hours to be arranged.

Psy 507M Seminar
1-15 hours
Terms and hours to be arranged.

Psy 508M Workshop
1-15 hours
Terms and hours to be arranged.

Psy 509M Practicum
1-15 hours
Terms and hours to be arranged.

Psy 519M Research Methods in Human Development
3 hours

A survey of methods for observing, recording, analyzing and interpreting changes in the physical, cognitive, affective and social behavior of children and adults.

Psy 520M Theories of Learning
3 hours

A survey of the historical and contemporary theories of learning emphasizing the research associated with each theory and its application to and influence on educational practices.

Psy 523M Intelligence Testing and Reporting
3 hours

Course objectives are to train individuals to administer and score individual intelligence scales competently and accurately and to learn initial aspects of test interpretation and reporting. Social, cultural and socio-economic factors that affect test results will also be discussed.

Psy 524M Individual Intelligence Testing
3 hours

Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. Prerequisite: Psy 523.

Psy 527M Identification and Assessment of the Talented and Gifted
3 hours

An introduction to the measures and procedures used to identify talented and gifted individuals. Differential assessment procedures for identifying the wide range of gifted individuals will be evaluated and new concepts in assessing talent and giftedness will be explored.

Psy 532M Advanced Behavior Modification
3 hours

Experimental and theoretical foundations of a variety of behavior modification techniques such as operant conditioning, contingency contracting, systematic desensitization, modeling, self-management, aversive therapy, token economics and others. In addition, opportunity will be available for practical applications of such techniques. A study of the role of cognitive variables in behavior modification will be included. Prerequisite: 12-15 hours of psychology, including learning or behavior modification.

Social Science

SSc 501M Research
3-9 hours
Terms and hours to be arranged.

SSc 503M Thesis or Field Study
3-9 hours
Terms and hours to be arranged.

SSc 506M Special Individual Studies
1-15 hours
Terms and hours to be arranged.



Graduate course descriptions

SSc 507M Seminar 1-15 hours
Terms and hours to be arranged.

**SSc 511M Contemporary
Developments in the Social
Sciences 3 hours**

A study of contemporary literature in the various social science areas for elementary teachers.

**SSc 512M Contemporary
Developments in the Social
Sciences 3 hours**

A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

**SSc 513M Social Problems in
American Democracy 3 hours**

A selected list of problems in the United States such as conservation, health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

**SSc 515M Political Problems in
American Democracy 3 hours**

A study of current domestic political problems.

SSc 700 (p) In-Service Education

education

Computer Science Education

**CSE 407/507 Seminar 1-6 hours,
variable**
Terms and hours to be arranged.

CSE 408/508 Workshop 1-9 hours
Terms and hours to be arranged.

**CSE 410/510 Computers in
Education 3 hours**

Analysis of strategies and techniques for using computers in instruction. Skills development in adapting application software for inclusion in lesson plans.

**CSE 420/520 Computer as a Management
Tool 3 hours**

An exploration of record keeping, planning and forecasting techniques. Performance of needs analysis of management tasks. Practical, hands-on experience with word processor, electronic spreadsheet, graphing program and data base manager is provided. Prerequisite: CSE 410/510 or consent of instructor.

**CSE 430/530 Desktop Publishing and
Presentations 3 hours**

Application of the computer to create, organize and display text and graphics in print and non-print media. Training on a graphics program, page layout program and a slide transparency generating program.

**CSE 436/536 LOGO as a Learning Tool
3 hours**

An exploration of the LOGO philosophy and how it relates to developmental learning theories with application in varying curricular areas. Extensive opportunity for hands-on experience.

**CSE 454/554 Authoring Systems
3 hours**

The selection, evaluation and use of authoring systems to develop an instructional unit.

**CSE 540M Computer Based Lesson
Design 3 hours**

Application of the principles of instructional design to the creation of a computer lesson in HyperCard. Courseware developed will stress developmental techniques and validation.

**CSE 560M Computer Interactive Video
Systems 3 hours**

Principles and practices of interfacing and utilizing audio and video systems with microcomputers in instructional environments. Prerequisites: Ed 526 and Ed 541.

**CSE 580M Integrating Computers Into
the Curriculum 3 hours**

Integration of computers into an instructional program. A curriculum guide including goal statements, scope and sequence of objectives, identification of resources, and program evaluation is developed. Activities will include identifying, planning, evaluating and implementing a curriculum to both teach with and about computers. Prerequisite: consent of instructor.

Education

**Ed 417/517 Cooperative Learning
3 hours**

Materials from Johnson and Johnson, Dishon and Wilson-O'Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled, and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

**Ed 424/524 Measurement in Education
3 hours**

Theory of educational measurement. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Use of informal and standardized tests for the diagnosis, analysis and evaluation of learning and instruction. Simple statistics of test interpretation.

**Ed 435/535 Technology and Computer
Applications 3 hours**

Students form a conceptual framework for integrating instructional technology and evaluate its potential for improving learning. The impact of computers and emerging technologies on educational practice are examined. Taken concurrently with Ed 425, 430 and 435.

**Ed 437/537 Whole Language
Strategies 3 hours**

The integration of speaking, listening, writing and reading is the focus. Students will learn to plan and develop units of instruction utilizing strategies for implementing Big Books, songs and chants, and quality children's literature. Skills and information from other curricular areas will be incorporated into these units.

**Ed 441/541 Small Camera Video
Production 3 hours**

Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

Graduate course descriptions

Ed 445/545 Whole Language Strategies - Middle School 3 hours

Strategies for integrating language arts instruction, with an emphasis on quality children's literature is the focus for this course. Writing as a process, the workshop approach to reading and writing, and reading and writing across the curriculum will also be stressed. Students will learn to plan, implement and evaluate units of instruction based on themes or pieces of related literature.

Ed 447/547 The Developing Child and the Environment 3 hours

This course will study the developing child's behaviors, attitudes and abilities; integrate the contexts in which a child develops, including the relationships and interactions of the people in the environment; emphasize skills to help children adapt optimally to the varied cultures in our changing world.

Ed 448/548 Developmentally Appropriate Practices 3 hours

Exploration of the unique approach necessary to successfully teach children aged 3-8. Emphasis will be on matching teaching to the learning abilities of the young children, including non-English speakers.

Ed 455/555 Foundations of Literacy, K-Adult 3 hours

Study of concepts and processes related to developmental instruction in elementary school, middle school, secondary school, and adult education. Will provide opportunity to acquire knowledge about reading and the variables and procedures related to the process of learning to read in the above settings. Prerequisite: a developmental reading course or consent of instructor.

Ed 457/557 The Parent-Educator Partnership 3 hours

The purpose of this course is to explore the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

Ed 458/558 Organization and Management of Early Childhood Education Programs 3 hours

Organization and management skills of Early Childhood Education program development and implementation will be included in the course. Federal and state laws governing ECE programs will be reviewed. Students will create an ECE model program.

Ed 462/562 Encouraging Discouraged Children 3 hours

An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

Ed 467/567 Language Development and Reading 3 hours

Introduces the student to the concept that language development is a continuous, sequential process of learning at every level from kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student will analyze the interrelationship between language development, reading and communication skills.

Ed 475/575 Innovation in General Mathematics Education 3 hours

A review of curricular trends in the broad areas of general mathematics education. Emphasis on current pedagogical implications of learning theory applied to concept development and teaching basic skills. Field trips and laboratory experiences are designed to explore the concrete-manipulative approach to learning mathematics.

Ed 478/578 Evaluation in School Mathematics 3 hours

A study of standardized and teacher-made evaluation instruments in mathematics to include prognosis, diagnosis, achievement and remediation. Emphasis will be given to the nature, causes and correction of learning difficulties in mathematics at all levels.

Ed 479/579 Parent, Teacher, Child, Community Relations 3 hours

Parent-teacher conferencing and interviewing techniques utilizing parents as educational resources; developing teacher-aide relationships; utilizing community agencies; involves demonstrations and observations.

Ed 481/581 Introduction to Educational Linguistics 3 hours

Methodology in the development of English skills in limited English proficiency students will be the main focus, with emphasis on speaking and listening. Various approaches and techniques for second language teaching will be explored, as well as language proficiency assessment, second language scope and sequence, and resources.

Ed 482/582 Bilingual/ESL Education - Principles and Practices 3 hours

Surveys the historical development of bilingual education both nationally and internationally. It will provide the student with insight into government policy and legal aspects of bilingual education as well as theory and research in the field. Emphasis will be placed on the history and philosophy of bilingual education in a cross-cultural context.



Graduate course descriptions

Ed 483/583 Cultural and Community Needs of LEP Students in the Instructional Process 3 hours

Cultural differences and their impact in the classroom will be explored. Focus will be placed on the educational system and its need to provide cultural support and community involvement in the educational process. Great emphasis will be placed on the LEP students' motivation, learning styles and strategies which result from cultural differences. Strategies to maximize learning using cultural and community resources will be addressed.

Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program 3 hours

Students will understand the differences in first and second language acquisition and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and applications to the bilingual classroom setting will be emphasized.

Ed 485/585 The Early Childhood Educator 3 hours

A foundations course in early childhood education. Covers the historical, philosophical and theoretical base of early childhood education. Emphasizes professional commitment and responsibility.

Ed 486/586 First and Second Language Approaches to Teaching Subject Matter in Secondary Schools 3 hours

This course focuses on planning for instruction bilingually or by language groups. Assessment of student need as well as strategies and approaches for managing bilingual/multicultural instruction will be explored.

Ed 487/587 Alternative Secondary Curricula and Materials for Second Language Learners 3 hours

This course places emphasis on the study of alternative curriculum patterns and materials which are conducive to the second language learner's achieving expected learner outcomes needed for course completion and high school graduation.

Ed 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms 3 hours

Various curriculum organizational models and exploration and application of a variety of instructional and management strategies will be addressed. Emphasis will be placed on problem solving given a variety of school and classroom situations and environments.

Ed 492/592 Classroom Strategies in First and Second Language Reading and Language Arts 3 hours

Examines language arts materials as well as instructional strategies for native language development and second language development. A language continuum will be identified and its relationship to approaches in first and second language development will be studied. Students will learn how to adapt commercially available materials and develop supplementary language activities.

Ed 493/593 Bilingual/Multicultural Teaching Methods in Content Area Instruction 3 hours

Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. The development of lesson plans and materials based on multicultural and bilingual content will be explored.

Ed 503M Thesis or Field Study 3-9 hours

Terms and hours to be arranged.

Ed 506M Special Individual Studies 1-15 hours

Terms and hours to be arranged.

Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 507M Seminar 1-6 hours

Terms and hours to be arranged.

Ed 508M Workshop 1-9 hours

Terms and hours to be arranged.

Ed 509M Practicum 1-15 hours

Hours to be arranged.

Reading - Prerequisite: Ed 468/568
Bilingual/Multicultural
Curriculum Implementation
Competency Assessment
Educational Media
Early Childhood Education

Ed 510M Skills and Techniques of Supervision 3 hours

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

Ed 511M The Multi-Age Classroom 3 hours

An in-depth study of the multi-age classroom. Major topics will include alternative methods of assessment, integrating interdisciplinary content, classroom management strategies, and implementation strategies.

Ed 512M Research Procedures in Education 3 hours

Methods, techniques and tools of research. Development of a proposal for a study, and development of the criteria and methods for reading and evaluating research.

Ed 513M Evaluation of Classroom Instruction 3 hours

Analysis and evaluation of classroom instruction primarily by means of behavioral and enabling objectives; use of appropriate instruments to collect evaluative data; analysis of research relating to evaluation, supervision, teaching methods and group dynamics. Program evaluation as well as teacher evaluation will be considered.

Ed 514M Children With Learning Difficulties 3 hours

A course for elementary teachers focusing on the characteristics of children with learning problems, strategies for teaching these children, and resources available to the teacher.

Ed 519M Contemporary Developments in Early Childhood Education 3 hours

An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method and administrative organization.

Ed 520M Application of Learning and Developmental Theories to Early Childhood Education 3 hours

This course focuses on the application of developmental theory and learning theory to planning instructional experiences for young children in the areas of motor and perceptual development, language and cognitive development, and social-emotional, as well as affective development.

Ed 522M Secondary School Curriculum 3 hours

Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

Ed 526M Instructional Design 3 hours

The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer assisted instruction.

Graduate course descriptions

Ed 528M Educational Diagnosis and Prescription Pre-Academic 3 hours

Class is directed toward the development of competencies in the use of basic learning skill screening instruments, interviews with parents or care givers and interpretation of data from audiometric and visual examination. Students will be expected to write individual educational prescriptive programs in cognitive, psychomotor and socio-emotional components.

Ed 529M The Classroom Teacher-Counselor 3 hours

This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel.

Ed 530M Culturally and Linguistically Different Students in the Schools 3 hours

This course will survey bilingualism and its treatment in schools, both nationally and internationally. It will provide insight into the relationship between culture and education. Students will be introduced to school and community program models along with a brief overview of materials and methodology. Prerequisites: Ed 481 and consent of instructor.

Ed 531M Methodology: Language/Second Language Learning and Content for the Language Minority Student 3 hours

This course will focus on methodology of developing language arts in both the first and second language of language minority students. Second language teaching methodology (English as a Second Language, or ESL) involving speaking, listening, reading and writing will be stressed. The course will also provide for ESL methods to content teaching. Prerequisite: Ed 481.

Ed 532M Delivery Models for Talented and Gifted Education K-12 3 hours

This course is designed to give individuals and district teams a working knowledge of delivery models for Talented and Gifted Education. Participants will learn what kinds of delivery models meet current state standards. Participants will learn to evaluate delivery models in terms of theoretical base, goals, match and characteristics and needs, scope, sequence and capability with district size, instructional policies and resources.

Ed 533M Serving Talented and Gifted Students in the Regular Classroom K-12 3 hours

This course is designed to give educators an opportunity to learn how to offer appropriate, high quality service to gifted and talented students within the regular classroom. Participants will learn what the current legal requirements for service are and how to recognize and assess the learning needs of the talented and gifted. Techniques and strategies for modifying working relationships, curriculum, placement and pace will be taught.

Ed 538M Identification and Assessment of Talented and Gifted Students: K-3, 4-8, High School 4 hours

This course is designed to assist Oregon school personnel in gaining the knowledge necessary to identify typical and non-typical talented and gifted students in accordance with current legal requirements. Law, policies, test issues, instruments, procedures, assessment guidelines, placement issues, student records, and parental involvement will be addressed.

Ed 540M Developing and Supervising a Program for Talented and Gifted Education K-12 3 hours

This course is designed to give individuals and district teams the knowledge and skills necessary to develop a plan for talented and gifted programs which meet state requirements. An understanding of characteristics and needs of gifted students and current law will serve as the basis for evaluating a programming option. The qualities and skills needed to manage a district talented and gifted program will be concurrently explored.

Ed 542M Methods and Research Materials 1-6 hours

Problems and methods in selecting and organizing materials for teaching in any one of the following fields: art, music, social science, science, language arts, reading, physical and health education and mathematics. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods, and facilities, including the completion of a special project. E indicates elementary level; S indicates secondary level.

Ed 543M Contemporary Teaching Strategies 3 hours

Graduate course in educational psychology that focuses on learning. The various attributes of society, the classroom and the child that influence the child's learning will be examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

Ed 544M Integrated Curriculum for the Talented & Gifted 3 hours

The course focus is on integrating curriculum to meet the needs of the talented and gifted. The development of critical and creative thinking, decision making, and problem solving will be stressed.

Ed 546M Philosophy of Education 3 hours

A study of philosophical assumptions and their implications on the fundamental issues and practices of American education.

Ed 549M Observation and Assessment of the Young Child 3 hours

This course will cover developmental screening in physical, perceptual-motor, cognition, speech and language and social-emotional areas; and focus on informal observation of children in the pre-primary and primary learning environments.

Ed 550M Curriculum in Early Childhood Education 3 hours

A detailed examination of developmentally appropriate early childhood curricula and how to develop such curricula.

Ed 552M Teaching Mathematics and Science: Middle School 3 hours

The primary focus of this course will be the planning and implementation of strategies and concepts related to math and science. Students will learn about and make use of the process approach, the conceptual approach, problem solving, and guided discovery. Integration in planning, use of teaching strategies and concept attainment within and between these two subject areas will also be emphasized.

Ed 553M Elementary School Curriculum 3 hours

A systematic study of the elementary school curriculum, including pupil needs in everyday life situations; objectives; essentials of a good program; varying curriculum designs, organization of learning experiences; evaluation of learning; appraisal of newer curriculum practices.

Ed 554M Personalizing Classroom Climate 3 hours

Students will make and justify decisions related to establishing a classroom climate based on effective communication, clearly articulated expectations and equitable treatment of all pupils. Strategies will be learned for responding to individual needs, monitoring and encouraging appropriate behavior, understanding conflicts, dealing with stress, and utilizing support personnel and materials to address student and teacher needs.

Graduate course descriptions

Ed 556M Curriculum Designs in Reading 3 hours

Examination of interrelationships found in K-12 reading programs in both classroom and Chapter I settings. Elements examined include role definitions, program options, training and supervision of support personnel, budget considerations, etc. Prerequisites: Ed 455, Ed 472, and Ed 468.

Ed 559M The Social Arts 3 hours

Within a seminar/laboratory format this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. Areas of emphasis will include the social sciences, the language arts areas of speaking and listening, interpersonal communication skills, human relations, social skills, management approaches and leadership styles.

Ed 560M Educational Foundations 3 hours

Experience in curriculum foundation with focus on developing knowledge of concepts and principles drawn from recent research on elementary school instructional programs and innovations. Each program studied also is referenced against the philosophical perspective it most clearly meets. Mastery of basic concepts in research and philosophy is expected.

Ed 565M Teaching Mathematics for the Talented and Gifted 3 hours

This course will provide participants with models for designing mathematics curriculum for academically talented and gifted elementary students. The major topics in this workshop format will include: measurement and geometry; arithmetic and algebraic concepts; and computer applications/simulations. The emphasis will be on teacher-tested strategies, creation of teaching materials, and practice in using these strategies and materials.

Ed 568M Diagnostic and Remedial Techniques in Reading 3 hours

Diagnostic, remedial, and corrective techniques in reading for the classroom teacher and Chapter I specialist. The technical nature of this course requires a great deal of knowledge about reading. Prerequisite: Six hours of reading instruction or consent of instructor.

Ed 570M Middle School Curriculum 3 hours

The philosophical and historical background of middle level schools are examined. Students will examine middle school curriculum particularly as it relates to special needs, interests, and the tremendous developmental diversity which characterizes the 10-14 year old transescent learner. Emphases will include: curricular and organizational patterns; the nature of the transescent learner, interdisciplinary and/or integrative units of instruction which are developmentally and culturally sensitive; and, authentic assessment instruments.

Ed 572M Materials, Media and Management Systems in Reading 3 hours

The introduction and application of instructional materials, media, and management systems for use in teaching reading in classrooms or special reading resource centers. Extra attention is given to using varied materials to meet state requirements in reading instruction. Prerequisite: three hours of reading instruction or consent of instructor.

Ed 573M Public School Administration 3 hours

This course will present problems and issues of the various aspects of public school administration. There also will be opportunities to examine management models in education. There will be a focus on the current trends and practices in school administration.

Ed 574M School Supervision 3 hours

The role of the supervisor in relation to the changing demands of society; theories of leadership; group and individual processes, supervisory processes and techniques; curriculum change process; analysis of supervisory problems.

Ed 576M School Law 3 hours

The historic and current legal authority of federal, state, and county and local governments in the organization and administration of public school education. Special emphasis placed on the Oregon statutes as they apply to school organization, administration and teaching.

Ed 580M Psychology of Reading Instruction 3 hours

An advanced course in the teaching of reading. Fundamental nature of the reading process and the causes of difficulty in learning to read. An examination of current issues in teaching children to read.

Ed 589M Contemporary Children's Literature 3 hours

A study of current releases and award winners. Current issues and trends will also be examined. The use of new materials in language-based curriculums will be explored.

Ed 590M Reading and Composition in the Secondary School 3 hours

This research-based course in reading/composition and learning at the secondary level will emphasize the application of reading, writing and learning principles in content areas. Specifically, students will be guided in the prescription of reading methods and materials to meet the needs of all students in secondary schools including the developmental, handicapped, multiculturally/linguistically different, reluctant and gifted. It is assumed that students enrolled in this course have a basic understanding of reading at the secondary level and have teaching experience. Prerequisite: consent of instructor.

Ed 594M Assessment of Limited English Proficient Students 3 hours

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient student will be addressed. Assessment, instructional techniques and materials to be used in basic skills in a bilingual classroom setting will also be considered. Emphasis will be placed on interdependence of first and second language reading and instructional decision making of transitional reading programs as well as individualizing instruction and monitoring procedures to determine student progress.

Ed 596M Science for the Talented and Gifted 3 hours

This course will present models for designing science activities for academically talented and gifted students.

Ed 598M Language Arts for the Talented and Gifted 3 hours

This course will focus on strategies teachers can use to enrich the language arts curriculum for gifted students. A detailed format for literature based instruction will be prepared. There will be an emphasis on strategies and activities that force students to engage in higher order thinking skills. Topics will include literacy elements, reading and writing in different genres, dramatic presentations and readers' theatre.

Graduate course descriptions

Ed 599M Social Studies for the Talented and Gifted 3 hours

This course will focus on introducing gifted students to all seven social studies disciplines through a concept attainment, inquiry, role play and simulations, game-making, research, writing to learn, the study of current affairs, music, arts and dramatic presentations. Future studies will also be addressed.

Ed 700 (p) In-Service Education

Educational Psychology

EPsy 523M Intelligence Testing and Reporting 3 hours

Course objectives are to train individuals to administer and score individual intelligence scales competently and accurately and to learn initial aspects of test interpretation and reporting. Social, cultural and socio-economic factors that affect test results will also be discussed.

EPsy 524M Individual Intelligence Testing 3 hours

Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. Prerequisite: EdPsy 523.

Library Science

Lib 410/510 Library Management 3 hours

Analysis of library systems such as acquisitions, technical processes, cataloging and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

Lib 420/520 Organization of Library Collections 3 hours

Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems and L.C. Sears and other subject heading lists. Survey of commercial vendors cataloging services and on-line cataloging systems.

Lib 430/530 Literature for Children and Young Adults 3 hours

The development of an understanding of literacy theory appropriate to literature for children and young adults. Information about selection processes, authors, illustrators and books for pupils from pre-school through high school is included.

Lib 436/536 Information Design and Production 3 hours

Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. The purpose of this course is to develop various skills in creation of graphics and lettering by a variety of methods, instruct students in techniques of preservation and presentation of graphic audio and video materials, and to offer the students the opportunity to demonstrate the skills acquired in materials production and use. Prerequisite: Ed 435/535 or consent of instructor.

Lib 440/540 Information Service and Sources 3 hours

Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

Lib 450/550 Collection Development 3 hours

A study of the concepts of collection assessment and development. Examination and use of selection tools and criteria for all types of print and non-print materials and equipment. Development of selection policies for both materials and equipment as well as philosophical viewpoints and current issues in censorship and intellectual freedom.

Lib 470/570 Teaching Information Skills 3 hours

Exploration of curriculum developments, currently available materials, programs and techniques used to teach information skills. Examination of state and national standards and guidelines for library media programs.

Lib 506M Special Individual Studies 1-9 hours Terms and hours to be arranged.

Lib 507M Seminar 1-6 hours, variable Terms and hours to be arranged.

Lib 508M Workshop 1-9 hours Terms and hours to be arranged.

Lib 509M Practicum 3-9 hours Terms and hours to be arranged.

Lib 526M Computer in Library Management 3 hours

Performance of needs analysis of library management tasks. Practical experience with spreadsheet, graphing, and database programs provided.

Lib 546M Information Transfer 3 hours

A survey of theories of sociology of knowledge and creation, diffusion and utilization of information in society, application of these theories to the creation and use of information services and sources, and the role of libraries in this process. Prerequisite: Lib 540 or consent of instructor.

Lib 560M Library Automation 3 hours

An examination of planning, forecasting, and record keeping techniques leading to a task analysis applied to the management needs of a library. A study of the preparation of a library for large scale automation; vendor selection process; and an overview of major products in automated acquisitions, catalog, and circulation systems.



Graduate course descriptions

Lib 580M Communication Theory **3 hours**

Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

Lib 584M Organizational Theory **3 hours**

The study of organizational theory and management principles as applied to library and instructional settings, with emphasis on the impact of instructional technology on organizational environments and the development of leadership skills.

Lib 586M Emerging Information Technology **3 hours**

A study of current and emerging information systems from a philosophical and practical perspective. The origins, storage, transmission and retrieval of information will be explored, as well as the technologies which assist these activities.

health and physical education

Health

HE 466/566 Study of Drugs and Alcohol **3 hours**

A study of the historical, cultural, economic, legal, medical and health factors involved in the use of various drugs, including alcohol, in contemporary society.

HE 491/591 Stress Management **3 hours**

An examination and application of accepted stress management strategies with emphasis on helping others to eliminate, reduce or mediate stress.

Physical Education

PE 445/545 The Physical Education Curriculum **3 hours**

Construction of physical education curricula on the basis of accepted principles, criteria, functions and evaluations; emphasis on integration with the total school program. Prerequisite: Senior, Post-Baccalaureate, or Graduate standing.

PE 447/547 Principles of Physical Education **3 hours**

History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. Prerequisite: senior standing or consent of instructor.

PE 700(p) In-Service Education

special education

Rehabilitation Counseling

RC 506M Special Projects 1-9 hours Terms and hours to be arranged.

RC 507M Seminar 1-9 hours Terms and hours to be arranged.

RC 508M Workshop 1-3 hours Terms and hours to be arranged.

RC 509M Practicum in Rehabilitation Counseling 3-9 hours

Field experience in which the student is supervised by an experienced counselor in the practical application of counseling skills. Practicums are designed to help the student develop basic counseling competencies. Self, peer, and supervisor critique are stressed. Prerequisite: consent of program coordinator.

RC 510M Rehabilitation Counseling Internship 3-18 hours

A full-term, on-site placement with a public or private social service agency charged with meeting specific rehabilitation needs of deaf clients. Students counsel with members of the deaf community and are expected to function per expectations of other full-time employed counseling staff at that location. A minimum 120 clock hours of experience required for each 3 credits.

RC 551M Theories and Techniques of Rehabilitation Counseling I 3 hours

This is the first in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. This course is designed to provide the student with an understanding of his/her own personality and how it may affect the provision of professional rehabilitation counseling services. The formation of general interpersonal skills and basic helping relationships is stressed. This course requires concurrent enrollment in RC 509.

RC 552M Theories and Techniques of Rehabilitation Counseling II 3 hours

This is the second in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. Emphasis is placed on the appropriateness of selected theories when counseling directly with clients who have physical disabilities. This course requires concurrent enrollment in RC 509.

RC 553M Theories and Techniques of Rehabilitation Counseling III 3 hours

This is the third in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. The intent of this course is to study counseling approaches that rehabilitation specialists often use in working with people who are significant in the lives of persons with disabilities. This course requires concurrent enrollment in RC 509.

RC 561M Disability and Its Effect on Individual Behavior 3 hours

An analysis of the psychological impact of disability from both an individual and societal perspective. Influence of the family and helping professions are discussed both in historical and legal contexts. Resources available to both professional and lay public are noted.

RC 562M Measurement and Assessment Procedures in Deafness and Rehabilitation 3 hours

Selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who are hearing impaired. Special emphasis will be placed on test interpretation in the client-counselor or teacher-student relationship. Demonstration and practice will be included.

RC 564M Introduction to the Rehabilitation Process 3 hours

History, philosophy and legal bases for vocational rehabilitation. Specific consideration is given to the rehabilitation process and the development of Individual Rehabilitation Plans.

RC 565M Placement and Use of Community Resources in Rehabilitation 3 hours

Study of the major theoretical approaches to career development; available resources for career development and occupational assessment and information including computerized program; acquire skills in procedures to enhance career exploration, planning and placement with emphasis on the decision-making process in conjunction with labor market information; issues of career counseling with disabled persons and other special populations.

RC 566M Caseload Management and Plan Formulation in Rehabilitation 3 hours

Strategies for providing rehabilitation services to special populations; issues concerning case management within the vocational rehabilitation system are analyzed.

Graduate course descriptions

RC 571M Group Procedures **3 hours**

A conceptual and experiential introduction to group dynamics. Group counseling approaches and models; issues of group leadership; styles of leadership and group facilitation skills. Consideration is given to group counseling goals, compositions phases and research. Prerequisite: admission to the program.

RC 590M Professional Issues: **Rehabilitation Counseling with Deaf** **Clients 3 hours**

Effects of early profound deafness; psychological, social and vocational implications of deafness. Extensive review of rehabilitation service system response to the unique needs of this population.

RC 595M Issues in Rehabilitation **3 hours**

Investigations into issues facing the professional rehabilitation counselor, e.g., licensure, confidentiality, legality, accountability.

Special Education

SpEd 407/507 Seminar: Special **Education 1-3 hours** **Terms and hours to be arranged.**

SpEd 420/520 Deaf History: Social and **Cultural Issues 3 hours**

This course introduces students to a history of the social, cultural, political, educational and social service aspects of the Deaf Community. Students examine the norms and values of Deaf Culture, the linguistic, educational, social and professional influences on the Deaf Community, and the ways in which deaf and hearing people interact in American society.

SpEd 424/524 Legal Aspects of Special **Education 3 hours**

Information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals having disabilities. Parent issues, ethical issues and compliance monitoring will be covered. Graduate students must meet requirements for graduate credit.

SpEd 431/531 Collaborative **Consultation and Team Building** **3 hours**

Information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment. Graduate students must meet requirements for graduate credit.

SpEd 440/540 Medical Aspects and **Specialized Techniques in Special** **Education and Rehabilitation 3** **hours**

An examination of the medical aspects of major disabilities and implications for management in the special education/rehabilitation setting.

SpEd 447/547 Family/Services **Partnership 3 hours**

Examines the special problems and concerns of parents of handicapped children, techniques of communicating with parents and involvement of parents in the educational program.

SpEd 449/549 Curriculum/Assessment/ **Instructional Design I 3 hours**

Behavioral terminology, strategies and techniques, assessment issues and instruments, functional curriculum, task analysis procedures and data systems.

SpEd 450/550 Managing **Communication Systems for Students** **Having Severe Handicaps 3 hours**

Design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques including prelinguistic communication, alternative/augmentative communication systems focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems.

SpEd 451/551 Curriculum, Assessment **and Instructional Design II for Students** **Having Severe Disabilities 3 hours**

This course prepares the student to use a variety of functional assessment and instructional strategies with students having severe disabilities. It is taken concurrently with a practicum, SpEd 409/509, in which the student implements the instructional strategies in an educational programs. Prerequisites: SpEd 449/549 or permission of instructor.

SpEd 454/554 Specialized Techniques **for Students Having Multiple** **Disabilities 3 hours**

This course prepares the student to use a variety of specialized instructional techniques and classroom management strategies with students having multiple disabilities, including motor impairments, autism, sensory impairments, challenging behaviors, and mental retardation.

SpEd 458/558 Teaching Basic Academic **Skills to Exceptional Students** **3 hours**

This course is intended for students who are preparing to teach pupils with learning problems and who lack familiarity with basic skill curricula, materials, and approaches. Content will include the design of a basic skill lesson, critical skills in delivery of a lesson, and specific techniques for teaching strategies, concepts, rules and facts in each of four basic skills areas (reading, math, writing and spelling), with an emphasis on reading. Students may take the course either at the undergraduate or graduate level, but not both.

SpEd 470/570 Education and **Habilitation of Individuals with** **Disabilities 3 hours**

Aspects of disabilities, legal social and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

SpEd 484/584 Introduction to Deaf and **Hard-of-Hearing Studies** **3 hours**

This course will acquaint students with basic sociological concepts, including overall demographics, that can be applied to the analysis of the Deaf and Hard of Hearing (HH) Community. It is designed to help students recognize the nature of social and vocational adjustment and the socialization of formal and informal groups. Students will recognize controversial issues with an integrative approach among the members of the Deaf Community including causes, effects on the individual, and approaches to resolution. Introduction to the cultural, medical, educational, audiological and vocational issues of the Deaf and Hard of Hearing will be included. The purpose of this course is to enable students to make better planning decisions regarding the Deaf/HH Community as it affect their professional interaction with Deaf/HH persons.

SpEd 486/586 Mainstreaming Strategies **for the Classroom Teacher 3 hours**

Designed to assist regular classroom teachers in the assessment, planning, implementation and evaluation of strategies demonstrated to be effective with special needs and at-risk students in the regular classroom.

Graduate course descriptions

SpEd 487/587 The Classroom Teacher and the Special Education Process 3 hours

Offers information about how legal issues impact the education process, the importance and nature of the parent-professional partnership and the multi-disciplinary team process as it relates to the regular classroom teacher.

SpEd 488/588 Evaluating and Monitoring The Progress of Mainstreamed Students 3 hours

The purpose is to teach data-based decision-making to regular classroom teachers who will have special needs and at-risk students in their classrooms. Data-based decision-making will assist teachers as they manage, evaluate and support special needs and at-risk students in the mainstream.

SpEd 489/589 Alternative, Functional and Life Skills Curriculum 3 hours

Placement and programming for handicapped learners; consideration for the mentally retarded; life centered and functional curriculum; related services, parent concerns, career education and transitioning.

SpEd 492/592 Language and Communication Systems: Deaf and Hard of Hearing 3 hours

Students will develop a knowledge of the linguistic principles of ASL/English, the different modes of communication used by Deaf and Hard of Hearing pupils, the various language/communication policies and signed systems for the classroom; will assess the language/communication functioning and language continuum; will apply research finding to instruction and will evaluate the effectiveness of implemented instructional programs.

SpEd 496/596 Development of Language and Communication 3 hours

The readiness, physiologically and psychologically, for the development of speech and language; the structure of language including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and assessment.

SpEd 497/597 Language Disorders 3 hours

A review of etiological factors and symptoms of language disorders, linguistic-cognitive language assessment, and intervention strategies.

SpEd 503M Thesis or Field Study 3-9 hours

Prerequisite: consent of instructor.

SpEd 506M Special Individual Studies 1-15 hours

Terms and hours to be arranged.

Prerequisite: consent of instructor.

SpEd 508M Workshop 1-15 hours Terms and hours to be arranged.

SpEd 509M Practicum: Field Experience 1-15 hours

Handicapped Learners
Deaf and Hard of Hearing
Severely Handicapped Learners

Prerequisite: admission to special education endorsement program, master's degree program, or consent of Department chair. Note prerequisites by program.

SpEd 510M Internship 3-12 hours

Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. Prerequisite: consent of instructor.

SpEd 515M Vocation/Transition Programming for Special Education 3 hours

Instruction in pre-vocational, vocational, work experience programs and careers for students in special education. Emphasis will be placed on life-centered career education competencies which include daily living skills, personal-social skills and occupational skills. Traits and skills needed by a coordinator to secure job placements are an important component of this course. Prerequisite: SpEd 449/549, or SpEd 489/589, or RC 565M.

SpEd 516M Instructional Decision Making and Report Writing 3 hours

Instruction in data-based decision making regarding placement, eligibility and service delivery options for advanced learning problems. Case study procedures, assessment consideration and report writing techniques are areas of emphasis. Prerequisites: SpEd 421, 422 and EdPsy 523.

SpEd 517M Implementation of Collaborative Strategies 3 hours

Application of collaborative strategies in meeting the needs of the learner with mild handicapping conditions; Inservice training, collaborative strategies and the application of adult learning theory. Prerequisite: SpEd 431/531 and, SpEd 572M or SpEd 451/551.

SpEd 521M Assessment and Programming in Reading for Handicapped Learners 3 hours

Instruction in the selection, administration and scoring of appropriate assessment instruments which evaluate reading word attack and reading comprehension skills in handicapped learners. An examination of eligibility for special education services in the area of reading, data-based programming, IEP development and the implementation of appropriate plans for the mildly handicapped.

SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learners 3 hours

Instruction in the selection, administration and scoring of appropriate assessment instruments which evaluate mathematics calculation and problem-solving, written language, handwriting, spelling and their underlying psychological processes. Diagnosis, prescription and monitoring processes will be taught.

SpEd 523M Managing the Resource Room 3 hours

Instruction and experiences to develop student skill in the management of instructional programs, record keeping systems and display techniques, and the management of student behavior.

SpEd 525M Special Topics in Special Education 1-3 hours

Current literature and research related to topics of concern to graduate students in special education. May be repeated, with different topics. Maximum of 9 hours.

SpEd 530M Contemporary Issues: Multihandicapped 3 hours

Focuses on current trends, issues and research in the education and habilitation of students having severe handicaps.

SpEd 532M Cultural Considerations in Special Education 3 hours

This course focuses on awareness of cultural bias in processes relating to P.L. 94-142. Assessment, program placement, diagnostic conclusions, teaching methods and management techniques will be examined for cultural implications.

SpEd 533M Professional Development in Rural Setting 3 hours

This course is designed to foster continued professional development of the special educator in rural/remote settings.

Graduate course descriptions

SpEd 534M Rural Resources for the Special Educator 3 hours

This course is designed to assist the rural special educator in the development and use of community resources in providing service for handicapped students.

SpEd 539M Final Supervised Field Experience 3-15 hours

Observing and teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of handicapped children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher and/or clinician. Prerequisites according to the major area of study. Consult major area adviser for details.

SpEd 541M Diagnostic and Prescriptive Teaching for Deaf and Hard of Hearing Students 3 hours

Language, reading and vocational assessment, instructional techniques and materials in basic skills in a classroom setting of the Deaf and Hard of Hearing will be addressed. Emphasis will be placed on individualized instruction and monitoring procedures to determine student progress, and on interdependence of first and second language.

SpEd 542M Curriculum Development and Instructional Methods for Deaf and Hard of Hearing Students 3 hours

Overview of assessment, programming, curriculum and materials for use with students who are hearing impaired. Considered are reading, mathematics, science, social studies and health. The adaptation and development of curriculum and materials is stressed.

SpEd 544M Programming for Students Having Serious Emotional Disturbance 3 hours

A study of the theory and application of techniques for managing the classroom environment and the behavior problems of handicapped learners having serious emotional disturbance. Prerequisite: SpEd 523M or SpEd 451/551.

SpEd 556M First and Second Language Acquisition: Deaf and Hard of Hearing 3 hours

Students will be taught the differences in first and second language acquisition of the Deaf and Hard of Hearing and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and application to the bilingual classroom setting will be emphasized.

SpEd 557M American Sign Language and English Teaching Methods: Deaf and Hard of Hearing 3 hours

Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. Students will develop lesson plans, and adapt and implement the teaching methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing (HH) child. Students will develop a knowledge of various theoretical models of writing, handwriting, signing, spelling, and fingerspelling development and instruction.

SpEd 566M Strategies for Teaching Students with Autism 3 hours

Current knowledge and practices in the education of children and youth with autism. Systems for identifying and prioritizing educational goals, design of curriculum, instructional strategies and communication techniques will be reviewed. Social integration and parent involvement will be addressed.

SpEd 567M Strategies for Teaching Students with Deaf-Blindness 3 hours

Focuses on the special needs of the severely handicapped learner who is deaf/blind with an emphasis on the effects of a dual sensory deficit. Instructional strategies, communication techniques and current issues will be examined.

SpEd 568M Strategies for Teaching Students with Motor Impairments 3 hours

Focuses on the special needs of the student who is severely handicapped and motor impaired. Positioning and handling techniques, augmentative/alternative communication systems, adaptive equipment and curriculum development are presented along with educational resources for motor impairments.

SpEd 569M Issues and Strategies for Teaching Students Who Have Low Incidence Handicapping Conditions 3 hours

An orientation to the special education needs of students with orthopedic impairments, deaf-blindness and autism. The course introduces issues in evaluation, curriculum, instruction and parent involvement.

SpEd 571M Introduction to Early Intervention/Early Childhood Special Education 3 hours

Services for at-risk and handicapped infants and toddlers and their families, issues in the field of early intervention including legal and social policy changes, interagency collaboration and transdisciplinary service delivery models.

SpEd 572M Curriculum, Methods, Materials for Handicapped Learners 3 hours

Special education curriculum, teaching methods and instructional materials to be used in the regular classroom and in various special education settings K-12. This course features instructional adaptations and modifications to meet the needs of handicapped learners and the measurement of pupil outcomes. Included are budget development and the criteria for selection of methods and materials.

SpEd 573M Contemporary Issues: Mildly Handicapped 3 hours

Explore, analyze and synthesize the best available knowledge and research on issues in educating students having mild handicaps. Prerequisite: Completion of at least 30 credit hours in the Master's degree program.

SpEd 574M Educational Goals and Instructional Strategies for the Talented and Gifted 3 hours

Curriculum planning procedures and teaching strategies for the talented and gifted student (K-12). An examination and analysis of instructional materials for TAG. Experience in developing curriculum and individual education plans for TAG.

SpEd 575M Resource Development and Administrative Approaches for Talented and Gifted Programs 3 hours

An examination of current laws and regulations in the light of historical perspective regarding programs for the talented and gifted. A study of administrative structures, programming approaches, techniques for developing community resources and evaluation models for TAG programs. Experience in writing proposals and evaluating programs.

SpEd 576M Past and Present Issues in Deaf Education 3 hours

In-depth examination of current issues surrounding education of Deaf and Hard of Hearing students. Course content will vary providing an opportunity to give extended attention to topics which are otherwise covered briefly in course content.

SpEd 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education 3 hours

Strategies for infant and child assessment to determine eligibility for Early Intervention/Early Childhood Special Education and program planning. Individual family service plans and individual education plans will be discussed in terms of framework and process for planning services. The design of instruction in the home and preschool settings will be covered and the successful transition to public school. Prerequisite: SpEd 571M or consent of instructor.

Graduate course descriptions

SpEd 578M Speech Development in Deaf and Hard of Hearing Students 3 hours

Specialized systems and differentiating characteristics of vowel and consonant sounds; techniques for developing these sounds; goals and materials for speech development and speech correction for use with students who are hearing impaired. Each hearing impaired program student will tutor two or more hearing impaired students in speech (one of whom will be multihandicapped). Each hearing impaired student is to receive an hour of therapy per week on the segmentals and suprasegmentals of English speech.

SpEd 583M Infant and Preschool Programs: Deafness 3 hours

Development and organization of learning experiences in nursery and preschool programs for deaf children. Emphasis on the development of communication skills and the social and emotional maturation of very young deaf children. Laboratory experiences with deaf children.

SpEd 585M Administration, Supervision and Program Evaluation in Special Education 3 hours

Organization, supervision and administration of special education programs. Laws, rules and regulations governing the administration of special education programs in Oregon school districts. Instruction in sources of funding for programs and budget management. Grant writing is an important component of this course. State monitoring requirements to assess a district's compliance with federal and state laws pertaining to the education of students with handicapping conditions will be examined. Prerequisite: SpEd 424/524.

SpEd 593M Introduction to Audiology 3 hours

Methods and techniques involved in identification, audiometry, administration of basic pure tone and speech audiologic tests and interpretation of results. A study of physics of sound, types and causes of hearing loss and audiologic tests and their interpretation. Prerequisite: Consent of instructor.

SpEd 594M Aural Rehabilitation 3 hours

Principles and methods of teaching speech reading, techniques and principles of auditory training; design and use of hearing aids and amplification systems. Prerequisite: SpEd 593M or consent of instructor.





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faculty & staff

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LUCY M. OSGOOD (1994), LAN

Specialist.

ROBERT L. PAGE (1970), Professor of Creative Theatre Arts/Dance.

B.A. 1955, M.F.A. 1960, University of Portland.

CORNELIA C. PARASKEVAS (1989), Associate Professor of English.

B.A. 1980, University of Athens; M.A. 1982, Ph.D. 1987, University of Kansas.

MICKEY PARDEW (1991), Assistant

Professor of Special Education.

M.A. 1982, University of North Dakota.

JERRIE L. PARPART (1992), Coordinator, Circulation Services.

B.A. 1982, Western Oregon State College.

SUE A. PAYTON (1984), Production

Coordinator.

B.S. 1983, Western Oregon State College.

SCOTT E. PERFECT (1993), Counselor, Counseling Center.

B.A. 1985, Boise State University; M.Ed. 1987, The College of Idaho.

SHERRY W. PERRY (1972), Budget

Director, Assistant Professor.

B.S. 1972, Eastern Montana College.

ROBIN PETTIT (1995), Assistant

Professor of Biology.

B.S. 1982, University of Arizona. M.S. 1985, Washington State University; Ph.D. 1991, University of Montana.

DONALD C. PIERCE (1989), Associate Professor of Mathematics.

B.A. 1981, University of California; Ph.D. 1988, University of Colorado.

AMY POORT (1994), Area Coordinator, Residence Life.

B.A. 1994, Western Washington University.

PETE E. POSTON (1990), Associate

Professor of Chemistry.

B.S. 1984, Fort Lewis College; Ph.D. 1989, University of Utah.

MICHELE PRICE (1986), Associate Director, Continuing Education and Summer Programs.

B.A. 1984, M.A. 1994, Western Oregon State College.

THOMAS W. RAND (1989), Associate

Professor of English.

B.A. 1979, Seattle Pacific University; M.A. 1981, Ph.D. 1986, Washington State University.

LEO RASCA-HIDALGO (1993),

Director, College Enrichment Program.

B.A. 1969, M.A. 1986, Saint Mary's College;

M.A. 1978, Immaculate Heart College.

JOHN L. RECTOR (1987), Professor of

History.

B.A. 1965, Whitman College; M.A. 1970, Ph.D. 1976, Indiana University.

GWENDA H. RICE (1990), Associate

Professor of Secondary Education.

B.A. 1973, University of Northern Colorado;

M.A. 1974, University of Northern Colorado;

Ph.D. 1983, University of North Carolina.

JULIE ROBERTSON (1995), Aquatic/

Fitness Manager, Continuing Education &

Summer Programs.

B.A. 1992, University of Notre Dame.

ANGEL-MARTIN RODRIGUEZ-

PEREZ (1994), Assistant Professor of Spanish.

B.S. 1986, Universidad Veracruzana; M.A.

1988, Ohio University; Ph.D. 1994, University

of Kentucky.

RUSSELL A. ROGERS (1994), Assistant

Professor of Health and Physical Education;

Women's Basketball Coach.

B.S. 1979, Dyke College; M.Ed. 1989

Cleveland State University.

LEON H. ROLAND (1985), Associate

Professor of Mathematics.

B.S. 1964, Eastern Montana College; M.S.

1970, Seattle University; Ph.D. 1979, Univer-

sity of Washington.

GUY H. ROTH (1966-68, 1969),

Professor of Geology.

B.A. 1958, University of New Hampshire;

M.S. 1960, Lehigh University; Ph.D. 1974,

Oregon State University.

WILMA L. RUCKER (1990), Assistant

Professor of Physical Education; Women's

Softball Coach.

B.S. 1980, Texas Women's University; M.Ed.

1983, Trenton State College.

REBECCA SALINAS (1995), College

Enrichment Program Counselor.

B.S. 1995, Oregon State University.

M. ELIZABETH SARGENT (1988),

Associate Professor of English; Director,

Honors Program.

B.A. 1970, Duke University; Ph.D. 1975,

University of Kent at Canterbury.

Faculty & staff

MARTHA S. SARGENT (1986), Assistant Professor of Accounting.

B.S. 1976, California Polytechnic State University; M.B.A. 1984, Oregon State University.

VICTOR E. SAVICKI (1971), Professor of Psychology.

B.A. 1967, Carroll College; M.S. 1968, Ph.D. 1971, University of Massachusetts.

MARION D. SCHROCK (1970), Professor of Music.

B.A. 1961, Goshen College; M.M. 1964, Michigan State University; D.M.A. 1970, University of Michigan.

MARK SEABRIGHT (1994), Assistant Professor of Business.

B.A. 1980, Bethany College; M.S. 1983, Ph.D. 1988, Carnegie Mellon University.

JOSEPH W. SENDELBAUGH (1985), Professor of Special Education; Director, Rehabilitation Counseling.

B.S. 1968, M.S. 1971, Illinois State University; Ed.D. 1977, Northern Illinois University.

RICHARD M. SEDGWICK (1989), Director, Campus Recreation; Lecturer.

B.A. 1970, Central Washington State College; M.A. 1974, University of Iowa.

ROSHANI SHAY (1979), Professor of Political Science; Chair, Social Science Division.

B.A. 1968, M.A. 1971, Ph.D. 1974, University of Oregon.

UMA SHRESTHA (1993), Assistant Professor of English.

M.A. 1980, Tribhuvan University; M.A. 1986, Ph.D. 1990, Ball State University.

NARASINGHA P. SIL (1987), Professor of History.

B.A. 1958, M.A. 1961, University of Calcutta; M.A. 1973, M.Ed. 1974, Ph.D. 1978, University of Oregon.

DARIN E. SILBERNAGEL (1989), Director, Business Affairs, Instructor.

B.S. 1983, Oregon State University.

JULIE SIMON (1995), Assistant Professor in Special Education (RRCD).

B.A. 1984, California State University, Northridge; Ed.M. 1985, Boston University; Ph.D. 1994, University of Arizona.

BONNIE SINGER (1995), Assistant Professor in Special Education.

B.A. 1987, William Paterson College; M.S. 1992, Western Maryland College.

AJMER SINGH (1965), Professor of Economics.

B.A. 1955, Punjab University; M.S. 1961, University of Minnesota; M.S. 1961, Ph.D. 1964, Oregon State University.

JULIA SMITH (1993), Instructor of Special Education (RRCD).

B.A. 1976, University of California; M.S. 1979, Oregon College of Education.

LUJEAN SMITH (1995), News & Information Specialist, Public Information.

B.S. 1989, M.A. 1995, Western Oregon State College.

MARTHA R. SMITH (1990), Director, Office of Disability Services.

B.A. 1984, New York University; M.A. 1990, University of Oregon.

ROBIN L. SMITH (1988), Associate Professor of Anthropology.

B.A. 1973, M.A. 1976, Ph.D. 1982, University of Florida.

JOSEPH A. SOLDATI (1972), Professor of English.

B.A. 1961, Oglethorpe College; M.A. 1968, University of California, Santa Barbara; Ph.D. 1972, Washington State University.

RICHARD A. SORENSON (1969), Professor of Music.

B.A. 1961, University of Northern Iowa; M.M.E. 1962, Eastman School of Music, University of Rochester; Ph.D. 1972, University of Colorado.

LARRY T. SPANI (1985), Assistant Director, Technical Support Services.

LOWELL W. SPRING (1968), Professor of Biology.

B.A. 1960, University of Northern Iowa; M.S. 1963, Ph.D. 1968, University of Washington.

MICHAEL S. STAATS (1993), Computer Programmer/Analyst.

B.S. 1991, Western Oregon State College.

CARL W. STEVENSON (1986), Associate Professor of Criminal Justice.

B.S. 1985, Western Oregon State College; M.S. 1987, Oregon State University; Ph.D. 1991, Oregon State University.

LINDA J. STONECIPHER (1994), Assistant Professor of Health and Physical Education.

B.S. 1978, Indiana State University; M.A. 1984, University of Iowa; Ph.D. 1990, Purdue University.

CHERYL M. STRAND (1989), Associate Professor of Spanish.

B.S. 1966, South Dakota State University; M.A. 1969, Fresno State University; C.Phil. 1972, Ph.D. 1989, University of California, Los Angeles.

DIANE TARTER (1993), Assistant Professor of Graphic Design.

Bachelor of Theatre 1976, Willamette University; M.F.A. 1992, University of Oregon.

KATHRYN L. THOMPSON (1985), Professor of Psychology.

B.A. 1968, Linfield College; M.A. 1973, Ph.D. 1978, University of Montana.

LISA C. THOMPSON (1994), Admissions Counselor.

B.S. 1994, Western Oregon State College.

TAMINA TORAY (1992), Assistant Professor of Psychology.

B.S. 1980, Colorado State University; M.A. 1982, Northeast Missouri State University; Ph.D. 1992, Oregon State University.

DOVIE TREVINO (1996), Associate Professor of Bilingual/Multicultural Education.

B.A. 1972, Bowie State College; M.A.T. 1977, Trinity College; Ph.D. 1981, The Pennsylvania State University.

ROBERT S. TURNER (1986), Associate Professor of Biology.

B.S. 1964, Seattle University; Ph.D. 1971, University of Oregon.

JUDITH J. VANDERBURG (1989), Director, Academic Services and Resources.

B.S. 1991, Western Oregon State College.

MYNOC "MICHELE" P. VanDEUSEN (1994), FIS Coordinator/Trainer.

B.S. 1983, LeMoyne College.



ELIZABETH WALCZYK (1995), Executive Director, Edgar H. Smith Fine Arts Series.

B.A.E. 1986, Pacific Lutheran University; M.M.E. 1992, University of North Texas.

KEVIN WALCZYK (1995), Assistant Professor of Music.

B.A.E. 1987, Pacific Lutheran University.

M.M. 1991, D.M.A. 1994, University of North Texas.

RICHARD E. WALKER (1972), Professor of Education; Chair, Special Education.

B.S. 1958, Millikin University; M.Ed. 1962, University of Illinois; Ed.D. 1968, University of Northern Colorado.

KATHLEEN WALLACE (1989), Interpreter.

MICHAEL E. WALSH (1994), Coordinator, Campus Judicial Affairs and Assistant to the Dean of Students.

B.A. 1988, The College of William and Mary; M.Ed. 1992, University of Vermont.

GARY B. WELANDER (1983), Professor of Education.

B.S. 1971, M.S. 1975, Portland State University; Ed.D. 1980, Oregon State University.

WAYNE R. WHITE (1967), Professor of Geography.

B.S. 1961, East Texas State University; M.A. 1964, University of Texas; Ph.D. 1977, University of Oregon.

CYNTHIA C. WILCOX (1989), Assistant Director, Continuing Education and Summer Program, Research Assistant.

B.S. 1993, Western Oregon State College.

CONSTANCE WILDFANG (1988-90, 1992) Coordinator, Publications/Marketing.

B.S. 1974, Southern Oregon State College.

DENNIS D. WILLIAMS (1967), Assistant Professor of Mathematics.

B.A. 1964, M.A. 1965, University of Montana.

NADINE M. WOOD (1993), Health Educator.

B.S. 1980, Southern Oregon State College; M.S. 1992, Oregon State University.

HELEN E. WOODS (1985), Associate Professor of Secondary Education.

B.S. 1970, Oregon College of Education; M.A.T. 1972, Oregon College of Education; Ph.D. 1991, Oregon State University.

SUSAN WOOD (1996), Assistant Professor of Elementary Education.

B.A. 1976, M.A. 1980, Eastern Kentucky University.

DAVID M. WRIGHT (1985), Professor of Education.

B.S. 1968, University of San Francisco; M.A.T. 1971, University of Pittsburgh; Ed.D. 1977, University of North Dakota.

EDWARD B. WRIGHT (1979), Professor of Computer Science; Director of the Academic Computer Resource Center.

B.S. 1963, Western Montana State College; M.S. 1967, Western Washington State University; Ph.D. 1977, Pennsylvania State University.

LAURIE "ZOE" L. WYLCHENKO (1994), Area Coordinator, Residence Life.

B.S. 1994, Western Oregon State College.

BETTY J. YOUNGBLOOD (1995), President; Professor.

B.A. 1965, Oakland University; M.A. 1966, Ph.D. 1969, University of Minnesota.

DARRYL L. ZEHNER (1987), Director, Auxiliary Services.

B.A. 1973, M.S. 1977, Eastern Washington University.

teaching research division

Teaching Research

Teaching Research, was established in 1960 as a separate division of the Oregon State System of Higher Education (OSSHE). It was directly responsible to the State System's Vice Chancellor for Academic Affairs, whose office is in Eugene. In 1989, the reporting responsibility, by Board action, was transferred to the Office of the Provost at Western Oregon State College.

All professional members of Teaching Research have an academic appointment and accompanying rank, but are not required to be involved in preservice activities or have regular teaching responsibilities. Instead, the staff is fully engaged in research, development, dissemination or evaluation activities. In establishing and continuing Teaching Research, the Board of Higher Education determined four specific objectives:

1. Identify areas related to the teaching-learning process in which experimentation and research are urgently needed.
2. Plan and conduct research projects leading to improved teaching procedures at the various levels of instruction.
3. Provide OSSHE with an agency designed to expand knowledge related to teaching in a way comparable to that employed in other disciplines.

4. Provide OSSHE with a facility designed to attract and wisely use the financial support which is available in this field through public and private sources.

Infant and Child Center

The Center was awarded national validation by the U.S. Department of Education for its unique educational and training approach. As a national model for preschool education, it serves the Monmouth-Independence, Dallas and Salem areas primarily, with other students coming from outlying areas. The data generated from these programs have provided the basis for several books, monographs, and curriculum guides.

A major objective of the center is the development of procedures for teaching preschool handicapped and nonhandicapped children. These procedures form the basis of the training of many teachers from several states who study at the center each year. A follow-up service is provided for teachers who have completed this training. The center also trains parents in the care of their handicapped children.

The Center also serves as a practicum center for many Western Oregon State College students. Most of these students are Western undergraduates who receive credit for the courses Introduction to Careers in Special Education and Field Experience in the Helping Professions. Others include Western graduate students in special education programs and early childhood education.

Teaching Research also provides several residential programs for handicapped adolescents and adults. These group homes and apartments provide a positive transition into less restrictive living environments. The populations range from mild to profoundly retarded and may include severe behavior disorders, developmental disabilities, and/or sensory impairments.

Also part of the Infant and Child Center is the Child Care Center which provides a safe, secure and developmentally appropriate environment for children while their parents attend classes at the college. The program serves children from three to six years of age and focuses on activities which promote social, emotional, physical and cognitive development. The Center is also involved with the Preschool in integrating handicapped children into a non-handicapped classroom setting.

Teaching Research Faculty

Note: most recent or terminal degrees are listed.

TERESA ALVERNANZ (1993), Instructor, B.A. 1974, California State University.
SHIRLEY ANDO (1992), Research Assistant, B.A. 1983, San Francisco State University.
ROBERT AYRES (1995), Associate Research Professor, Ph.D. 1986, University of Oregon.
CLAUDIA AUSTIN-PREVOST (1990), Research Assistant, A.A. 1972, Napa Junior College.
VICTOR BALDWIN (1968), Director, Research Professor, Ed.D. 1966, University of Oregon.
BETH BELTZ (1993), Research Assistant
FRANKIE BLASCH (1975), Instructor.
ADRIENNE BONOSEVICH (1988), Research Assistant.
CINDY BROWN (1988), Instructor, B.S. 1992, Western Oregon State College.
JULIA BULEN (1989), Instructor, M.S. 1987, Western Oregon State College.
BRUCE BULL (1984), Assistant Research Professor, M.S. 1986, Western Oregon State College.
CAROL BUNSE (1974), Assistant Research Professor, B.A. 1975, Oregon College of Education.
LISA CARLSON (1991), Instructor, B.S. 1988, University of Oregon.
PATRICIA COYNE-MARTINSON (1993), Instructor, M.S. 1991, University of Oregon.
BRUCE DALKE (1990), Associate Research Professor, M.S. 1970, Western Oregon State College.
CHERYL DAVIS (1989), Assistant Research Professor, Ph.D. 1992, University of Oregon.
PAMELA DEARDORFF (1989), Instructor, B.S. 1988, Western Oregon State College.
ROBBIN EDDY (1991), Instructor, B.S. 1991, Western Oregon State College.
JACQUELYN EDINGER (1990), Instructor, B.S. 1984, Judson Baptist College.
EVELYN FERRIS (1989), Instructor, M.A. 1981, University of Iowa.
H. D. (BUD) FREDERICKS (1967), Associate Director, Research Professor, Ed.D. 1969, University of Oregon.
JOHN GALLAGHER (1983), Instructor.
ANN GLANG (1993), Associate Research Professor, Ph.D. 1987, University of Oregon.
GARY GLASENAPP (1984), Assistant Research Professor, M.S. 1975, University of Oregon.
DEANNA TODD GOODSON (1982), Assistant Research Professor, M.A. 1975, Western Oregon State College.
KATHLEEN HAYDON (1990), Instructor, B.S. 1979, Western Oregon State College.
PATRICIA HENDERSON (1992), Instructor, B.A. 1990, Western Oregon State College.
KIRK HENDRICKSON (1981), Instructor, B.A. 1981, Western Oregon State College.
LARRY IRVIN (1992), Research Professor, Ph.D. 1975, University of Oregon.
ARLENE ISSACSON (1993), Assistant Research Professor, Ph.D. 1984, University of Oregon.

CONNIE JENNINGS (1980), Instructor, B.S. 1985, Western Oregon State College.
BRIAN JOHNSON (1987), Instructor, M.S. 1974, Pacific University.
PATTIE JOHNSON (1988), Instructor, B.S. 1976, University of Alaska.
CLAUDIA JONES (1993), Instructor, M.S. 1993, Western Oregon State College.
PATRICIA KELLEY (1981), Assistant Research Professor, M.S. 1970, Western Oregon State College.
RANDALL KLUMPH (1992), Instructor, B.S. 1975, Southern Oregon State College.
KELLY KNECHTEL (1988), Instructor, B.S. 1988, Western Oregon State College.
KENNETH KOSKO (1974), Associate Research Professor, M.S. 1974, Oregon College of Education.
CASSANDRA KROEKER (1990), Research Assistant, B.A. 1987, Western Oregon State College.
CONSTANCE LEHMAN (1987), Assistant Research Professor, M.S. 1989, Western Oregon State College.
GAIL LESLIE (1992), Instructor, M.S. 1982, San Jose State University.
MURIEL LIGGETT (1992), Instructor, B.S. 1982, Brigham Young University.
PATRICIA MARK (1992), Instructor, B.T. 1990, Griffith University, Australia.
DORIS MARUAME (1988), Research Assistant.
MARGARET McCaffrey (1990), Instructor, M.S. 1991, Western Oregon State College.
ANDREW McCONNEY (1996), Associate Professor.
 Ph.D. 1992, Florida Institute of Technology.
WILLIAM MOORE (1969), Research Professor, Ed.D. 1968, University of Oregon.
RICHARD MULHOLLAND (1988), Assistant Research Professor, Ed.D. 1989, University of Idaho.
VICKI NISHIOKA-EVANS (1981), Assistant Research Professor, B.S. 1981, Oregon College of Education.
KATHLEEN PARIS (1989), Research Assistant.
JOYCE PETERS (1980), Associate Research Professor, M.S. 1970, Oregon College of Education.
CAROL PETERSON (1992), Research Assistant, B.A. 1991, Carroll College.
JOHN REIMAN (1986), Associate Research Professor, Ph.D. 1984, Oregon State University.
H. DEL SCHALOCK (1962), Research Professor, Ph.D. 1955, University of Nebraska.
MARK SCHALOCK (1982), Assistant Research Professor, B.A. 1982, Oregon State University.
MARGARET ANN SHARROW (1981), Assistant Research Professor, Ph.D. 1993, University of Oregon.
GINA SKILL (1992), Research Assistant, B.A. 1991, Western Oregon State College.
TUCK STEVEN (1993), Instructor.

MICHAEL STEWART (1968), Associate Research Professor, B.S. 1967, University of Oregon.
ELIZABETH STRAKA (1992), Instructor, M.S. 1986, University of Wisconsin.
VICTORIA PIAZZA TEMPLEMAN (1972), Associate Director, Associate Research Professor, M.A. 1975, Oregon College of Education.
BONNIE TODIS (1993), Associate Research Professor, Ph.D. 1988, University of Oregon.
TOM UDELL (1987), Instructor, B.S. 1984, Western Oregon State College.
JUDITH VOSS (1993), Instructor, B.A. 1986, University of California at Santa Barbara.
MIRIAM WAINTRUP (1985), Instructor, M.Ed. 1981, Temple University.
BARBARA WALKER (1993), Associate Research Professor, Ph.D. 1989, University of Oregon.
WILLIAM YOUNG (1991), Research Assistant, B.S. 1978, Southern Indiana University.



oregon state system of higher education

Western Oregon State College is a member of the Oregon State System of Higher Education, which was organized in 1932 to provide educational opportunities to Oregon citizens throughout the state within a closely articulated framework of member institutions.

State Board Members

The State System is governed by the State Board of Higher Education whose members are appointed by the governor with confirmation of the state Senate. Board terms are four years for regular members and two years for student members. Their names and term expiration dates are (terms expire on June 30 of the year shown):

LES M. SWANSON, Jr. , Portland	1997
President	
HERBERT ASCHKENASY , Albany	1997
Vice President	
ROBERT L. R. BAILEY , The Dalles	1996
DIANE CHRISTOPHER , Medford	1999
TOM IMESON , Portland	1999
GAIL MCALLISTER , Burns	1999
WALTER R. (ROB) MILLER , Salem	1996
ESTHER PUENTES , Beaverton	1996
MARK RHINARD , Eugene	1996
APRIL WADDY , Corvallis	1997
JIM WILLIS , Salem	1997

Members of the State System are Oregon State University, Corvallis; University of Oregon, Eugene; Portland State University, Portland; Western Oregon State College, Monmouth; Eastern Oregon State College, La Grande; Southern Oregon State College, Ashland; and Oregon Institute of Technology, Klamath Falls.

The Chancellor's Office of Academic Affairs provides coordination and service to assure that a broadly based continuing education program is available through the member institutions.

Administrative Staff

The State Board of Higher Education offices are centralized in Eugene. The administrative staff of the State System includes:

JOSEPH W. COX
Chancellor
SHIRLEY M. CLARK
Vice Chancellor for Academic Affairs
TIM GRIFFIN
Vice Chancellor for Corporate and Public Affairs
WELDON IHRIG
Vice Chancellor for Finance and Administration
JOHN OWEN
Vice Chancellor for OCATE
VIRGINIA THOMPSON
Secretary, State Board of Higher Education

Institutional Executives

DAVE FROHNMEYER, J.D.
President, University of Oregon
DAVID E. GILBERT, Ph.D.
President, Eastern Oregon State College
JUDITH A. RAMALEY, Ph.D.
President, Portland State University
STEPHEN J. RENO, Ph.D.
President, Southern Oregon State College
PAUL G. RISSER, Ph.D.
President, Oregon State University
LAWRENCE J. WOLF, Ph.D.
President, Oregon Institute of Technology
BETTY J. YOUNGBLOOD, Ph.D.
President, Western Oregon State College

emeritus faculty and administration

HELEN BLODGETT ADDISON (1958), Assistant Professor Emeritus, Education.
CHARLES ALLEN ALVA , Ed.D. (1964-85), Professor Emeritus, Humanities.
FRANCES MATTINGLY ARMOUR , B.A. (1953-75), Assistant Professor Emeritus, Library.
ROBERT SAMUEL BAKER , M.A. (1957-64, 1966-89), Associate Professor Emeritus, Humanities.
LOUIS E. BALMER , Ed.D. (1977-93), Professor Emeritus, Education.
JAMES H. BEAIRD , Ed.D. (1962-1993), Professor Emeritus, Psychology.
JOHN EDWARD BELLAMY , Ph.D. (1955-82), Professor Emeritus, Humanities.
RICHARD CHARLES BERG (1967), Professor Emeritus, Music.
HERMAS JOHN BERGMAN , Ph.D. (1966-85), Professor Emeritus, History.
L. CARL BRANDHORST , Ph.D. (1967-1994), Professor Emeritus, Geography.
WILLIAM EDWARD BURKE , Ph.D. (1968-78), Professor Emeritus, Physical Education.
JOSEPH RONALD CALIGUIRE , M.S. (1966-92), Assistant Professor Emeritus, Health and Physical Education.
DANIEL G. CANNON , Ph.D. (1967-94), Professor Emeritus, Art.
JOHN JOSEPH CASEY , M.F.A. (1965-87), Associate Professor Emeritus, Art.
RONALD LEWIS CHATHAM , Ph.D. (1958-61, 1962-88), Professor Emeritus, Social Science.
GORDON WILSON CLARKE , Ph.D. (1968-78), Professor Emeritus, Humanities.
DOROTHY LOUISE COREY , M.A. (1967-82), Assistant Professor Emeritus, Biology.
ROSS R. COTRONEO , Ph.D. (1966-1994), Professor Emeritus, History.
BILL F. COWART , Ph.D. (1984-95), Professor Emeritus, President.
RUTH PEARSON CULBERTSON , M.A. (1963-75), Associate Professor Emeritus, Art.
MERLIN DUANE DARBY , Ed.D. (1968-91), Professor Emeritus, Counseling and Guidance; Director of the Counseling Center.
GALE DAVIS , M.Ed. (1967-85), Professor Emeritus, Physical Education.
ETTA MAE WELLS DETERING , B.S. (1963-75), Assistant Professor Emeritus, Health Service.
ERHARD KARL DORTMUND , M.A. (1958-59, 1961-90), Associate Professor Emeritus, History.
DONALD HUBBARD DUNCAN , Ed.D. (1961-63, 1965-89), Professor Emeritus, Special Education.
JAMES BRADFORD ELLINGSON (1971), Professor Emeritus, Education.
JEAN M. FERGUSON Ed.D. (1969-71, 1972-1994), Professor Emeritus, Education.
BEVERLY J. FREER , Ph.D. (1970-93), Professor Emeritus, Humanities.



Emeritus faculty

JAMES WELDON GALLAGHER, Ed.D. (1969-90), Professor Emeritus, Geography.

PATRICIA GALLAGHER, Ed.D. (1970-92), Professor Emeritus, Education.

JESSE HOWARD GARRISON, Ed.D. (1959-82), Professor Emeritus, Education.

GERALD R. GIROD, Ed.D. (1969-1995), Professor Emeritus, Dean of Education.

CLARENCE CLIFFORD GORCHELS, D.L.S. (1966-87), Professor Emeritus, Director of Library.

BERYL MANSFIELD GREEN, Ph.D. (1960-66, 1969-88), Professor Emeritus, Mathematics.

LLOYD THEODORE HANSON, M.A. (1960-63, 1965-88), Associate Professor Emeritus, English.

WILMA S. HEIN, Ed.D. (1973-1994), Professor Emeritus, Physical Education and Health.

MARGARET LOUISE HIATT, Ed.D. (1949-83), Professor Emeritus, Education.

VERN DONALD HIEBERT, M.S. (1959-64, 1965-88), Associate Professor, Mathematics.

BETTY PHILLIP HOLDT, Ed.D. (1963-95), Professor Emeritus, Special Education.

ELIZABETH EMILY HOYSER, Ph.D. (1965-68, 1970-88), Professor Emeritus, Education.

GARY LIDDEL HUXFORD, Ph.D. (1961-66, 1969-70, 1971-94), Professor Emeritus, History.

MAJDUDDIN MOHAMMED JAFFER, M.S.Ch.E. (1958-89), Associate Professor Emeritus, Chemistry.

RICHARD IMMANUEL JENSEN, Ed.D. (1969-70, 1971-95), Associate Professor Emeritus, Education.

BERT YARBROUGH KERSH, Ph.D. (1960-85), Professor Emeritus, Psychology.

LEO JAMES KIRK, M.A. (1963-87), Professor Emeritus, Art.

ALICE MacBRIDE KNUTH, Ed.D. (1966-67, 1968-75), Professor Emeritus, Music.

RUTH ELIZABETH LAUTENBACH, Ed.D. (1940-74), Professor Emeritus, Physical Education.

GERALD LEINWAND, Ph.D. (1977-82), President Emeritus.

ROBERT CLARENCE LIVINGSTON, Ed.D. (1951-83), Professor Emeritus, Physical Education.

MAY FOLSOM LUCAS, M.S. (1957-75), Assistant Professor Emeritus, Education.

VICTOR EUGENE LUND, M.Ed. (1965-70, 1971-89), Assistant Professor Emeritus, Education.

HAROLD IRWIN MASON, M.S. (1966-91), Associate Professor Emeritus, Education; Director of Field Services.

JAMES MATTINGLY, M.A. (1968-94), Professor Emeritus, Art.

WILLIAM DEAN McARTHUR, Ed.D. (1947-83), Professor Emeritus, Physical Education.

ARTHUR ANDREW McELROY, Ph.D. (1975-86), Professor Emeritus, Special Education.

GLORIA JEAN KIANU McFADDEN, Ed.D. (1966-71, 1972-87), Professor Emeritus, Education.

RUTH HATFIELD MILLION, M.M. (1966-88), Associate Professor Emeritus, Music.

HORACE BLAKE MORANVILLE, M.S. (1966-85), Assistant Professor, Emeritus, Administration.

RONALD R. MORGALI, Ph.D. (1967-92), Professor Emeritus, Mathematics.

JACK DONALD MORTON, M.A. (1955-83), Assistant Professor Emeritus, Dean of Students.

KENNETH HOLLY MYERS, (1968-92), Professor Emeritus, Dean, School of Education.

ROBERT O. NOVAK, Ph.D. (1968-95), Professor Emeritus, Biology.

ZILLAH ANN PAETH, B.A. (1966-86), Assistant Professor Emeritus, Library.

ANNA M. PENK, Ph.D. (1973-1994), Professor Emeritus, Mathematics.

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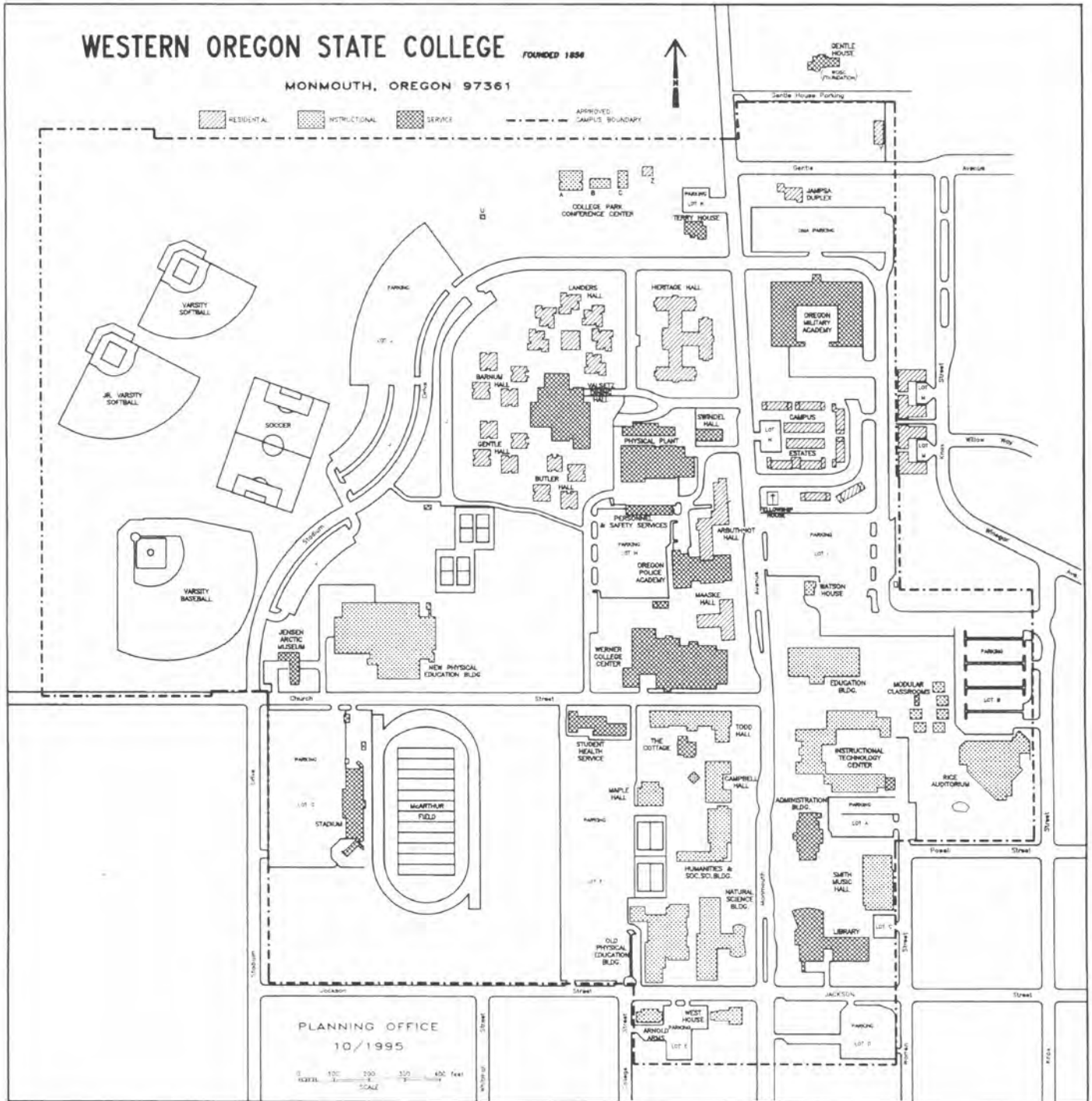
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